ED 020 274 UD 005 792

A TWO-PHASE PROPOSAL CONCERNING SCHOOL DESEGREGATION PROBLEMS. A. SCHOOL LEADERSHIP TRAINING PROGRAM. B. PILOT SCHOOLS PROGRAM, MAINTAINING INSTRUCTIONAL QUALITY IN MULTICULTURAL SCHOOLS. FINAL TECHNICAL REPORT.

BY- WOLFE, ARTHUR B.
BROWARD COUNTY BOARD OF PUBLIC INSTRUCTION

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THIS REPORT IS THE FINAL EVALUATION OF A TWO-PHASE PROJECT WHOSE PURPOSE WAS TO HELP SELECTED SCHOOL PERSONNEL IN THE DESEGREGATION PROCESS IN A FLORIDA COUNTY. PHASE A WAS A SCHOOL LEADERSHIP PROGRAM PROVIDING INSERVICE TRAINING FOR PRINCIPALS, GUIDANCE COUNSELORS, CURRICULUM ASSISTANTS, AND TEACHERS. EVALUATION OF THIS PHASE WAS BASED ON THE FLORIDA SCALE OF CIVIC BELIEFS, ASSESSMENTS OF EIGHT INSERVICE CONFERENCE SESSIONS, AND RESPONSES TO THE CIVIL RIGHTS EVALUATION QUESTIONNAIRE. PHASE B WAS AN EDUCATIONAL TEAM PROGRAM IN CERTAIN PILOT SCHOOLS IN WHICH SERVICES OF GUIDANCE AND READING SPECIALISTS AND SCHOOL SOCIAL WORKERS WERE PROVIDED. THIS ASPECT OF THE PROJECT WAS EVALUATED BY ANOTHER CIVIL RIGHTS QUESTIONNAIRE, BY MINORITY GROUP ATTENDANCE PATTERNS, AND BY TEACHER RATINGS OF SPECIAL WORKSHOPS IN COMMUNICATION SKILLS FOR NEGRO STUDENTS. IT IS CONCLUDED THAT ONLY INDIRECT EVIDENCE IS AVAILABLE AS TO THE OVERALL EFFECTIVENESS OF PHASE A IN ACHIEVING ITS GOALS. HOWEVER, THE DESEGREGATION OF THE PILOT SCHOOLS OF PHASE B SEEMED TO HAVE BEEN FACILITATED BY THE CONTRIBUTIONS OF THE EDUCATIONAL TEAMS. ON THE WHOLE, IT IS FELT THAT THE OBJECTIVES OF THE ENTIRE PROJECT WERE MET WITH REASONABLE SUCCESS. (NH)

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FINAL TECHNICAL REPORT

TITLE A Two-Phase Proposal Concerning School Desegregation Problems

A. School Leadership Training Program

B. Pilot Schools Program: Maintaining Instructional Quality in Multi-Cultural Schools

AUTHOR Dr. Arthur B. Wolfe, Assistant to the Superintendent for Special Projects

GRANT NUMBER OE 6-36-19-011
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PROGRAM DIRECTOR William Dandy

GRANTEE Dr. Myron L. Ashmore, Superintendent
Broward County Board of Public Instruction
Fort Lauderdale, Florida

UD 005 792

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from the
U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
Office of Education

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BROWARD COUNTY BOARD

OF

PUBLIC INSTRUCTION

CIVIL RIGHTS ADMINISTRATION

NEWSPAPER ARTICLES PERTAINING TO ACTIVITIES OF A TWO-PHASE PROPOSAL CONCERNING SCHOOL DESEGREGATION PROBLEMS

The development of the program activities reported herein was supported by a grant from the U.S. Department of Health, Education, and Welfare, Office of Education.

$183,715 Training Program

JUL 1 1966

Grant Aids School Mix

Civil Rights

Broward County School officials were to start to work today to set up a two-phase $183,715 federal project designed to iron out problems in desegregating classrooms.

The funds were released recently in Washington, but too late to do anything about the project last school year, said James Gardener, coordinator of federal projects.

The first phase of the project, expected to cost $51,030.63, will be for the training of teachers and administrators to handle problems that arise in school integration.

The second phase, budgeted at $132,685.37, is aimed at helping Negro and White students adjust to social and academic problems that arise in three pilot schools.

The schools, according to Dr. Myron Ashmore, school superintendent, are Oakland Park Elementary, Rickards Junior High School and Ft. Lauderdale High School. A few more may be added by fall.

William Dandy, former principal of the dissolved Deerfield Park Junior High School, has been appointed administrator of the one-year project and was to report for work on it today.

Specialists in human relations, psychology, communications and other areas are expected to be brought to Broward for 23 sessions to train 184 hand-picked school personnel for the first part of the project.

The teachers and administrators will be given an understanding of the effects of poverty and cultural deprivation on learning and achievement. And they will be given instructions in modern teaching methods and devices to use.

Since educators feel that the introduction of a number of low-achieving Negro students into an all-White school will change the character of the student body, they have set up the program to help re-adjust the curriculum so all students can receive a proper education.

Local school officials hope to accomplish seven objectives by providing the leadership training program:

THE SERVICES of recognized experts in the field of human relations.

TRAINED school leaders who will influence their school and community and help alleviate desegregation problems.

POSITIVE attitudes toward desegregation problems by providing information about the contrasting cultural values of the Negro and White community.

INCREASED competency of school administrators in designing effective plans for school desegregation.

INCREASED competency of teachers in planning class work.

INVOLVEMENT by Negro and White school leaders in learning situations where understanding and racial harmony will grow.

Familiarization of school leaders with practical problems of desegregation.

Each of the pilot schools included in the second phase, will be supplied with an "educational team" next fall. The teams will include specialists in guidance, social work and language skills and will provide intensive assistance in crucial areas to help solve problems which arise through desegregation.

Each of the pilot schools will include two Negro teachers — a first time for faculty integration for any of them.

Oakland Park Elementary School is expected to have 490 White students and 84 Negro students; Rickards, 1,597 White students and 90 Negroes; and Ft. Lauderdale High, 1,881 White students and 150 Negroes.

DESEGREGATION TOPIC OF GROUP

AUG 23 1966

Robert Brewes, a Broward Junior College sophomore, will moderate a high school panel discussion on school desegregation tomorrow at Ft. Lauderdale High School.

Students who have had experience with school desegregation in seven Broward schools will be panel members, said William Dandy, Civil Rights administrator for the school system.

The main address will be given by Dr. Gertrude Noar, director of education for the B'nai B'rith Anti-Defamation League.

The program will start at 8:30 a.m. in the auditorium with the panel discussion at 11 a.m.

Students participating will be from Pompano Beach, Nova, South Broward and Ft. Lauderdale high schools and from Deerfield Beach, Parkway and Rickards junior highs.

Integration Programs Planned

Civil Rights -

Broward County school staff members will hear two programs in desegregating schools this month. AUG 12 1966

The first will be presented by Mrs. Ida Ratcliffe, director of secondary education in the Dade County north central district. She will talk on "Staff Desegregation" Aug. 19.

The second will be by Dr. Gertrude Noar, director of the Anti-Defamation League, B'Nai B'rith, who will conduct a workshop on working with pupils in desegregation situations. The workshop is set for Aug. 24.

—Herald Photo

Teachers Discuss Desegregating Problems

Bro. Co.
Ed.-Schools/Civil Rights C

By Carol Almond Weber
Of Our Broward Bureau FH

FORT LAUDERDALE — Negro. It's pronounced nee as in KNEE-cap and GROW as in get bigger. AUG 20 1966

That may sound like a simple lession in pronounciation But to teachers it can mean the difference in acceptance or rejection when faculties integrate.

The point was brought out Friday in the first of a series of workshops designed by the Broward school system's new civil rights department to ease the problems of desegregating county schools.

The subject Friday was faculty desegregation. Wednesday the teachers, aounselors and principals chosen to be leaders in desegregation will discuss integrating the classroom.

If the attitude in one of 12 workshop sessions Friday can be used as a guideline, the fall desegregation program in Broward should measure up pretty well.

In an atmosphere of good-natured incident-swapping, the group tried to anticipate problems that might arise on faculties. They found that, true to the saying, little things mean a lot...

Such as the pronounciation of Negro.

Negro teachers and principals told their white counterparts that they completely cool off when they hear Negro pronounced Nigra, or Negra. They all sound too much like the dread Nigger, they said. And most Negroes don't like the reference "colored."

And by the way, white teachers were told, you'll hear Negro children call each other Nigger and it's all in fun. But they'll bop a white child for calling them Nigger because the word takes on a different connotation coming from a white.

For the most part the group anticipated more problems with the adjustment of Negro teachers and staff to white faculties than vice versa.

As one Negro principal pointed out: "We had a temporary teacher exchange last year and a white teacher had to keep one of our Negro boys after school. The parent came in raging and wanting to know why his child was being kept. When he saw a white teacher walk in the office all he said was 'that's all right.'"

The principal thought white mixing could only bring good to his school.

And little problems will occur over familiarity, the teachers agreed.

Negro teachers, among the most revered people in their communities, are loathe to drop the title of Mr. and Mrs. they've worked so hard to earn, they said Friday.

Yet, if they go on a white faculty where everyone is on a first-name basis, they don't want to be the only one called Mr. or Mrs., they agreed.

Leaning a little into the classroom integration problem, the workshop participants agreed they would not try to legislate social mores to accompany classroom desegregation.

One white principal pointed out there had been a lot of problems this past year at Nova High School because white and Negro students dance together at social functions.

In this respect the teachers agreed they'd continue to have problems with parents — but mostly with white parents.

'Truth' Year On Mixing

AUG 24 1966

By RICK GORE

(Staff Writer)

Civil Rights

Desegregation in Broward schools has run smoothly so far, except for a few incidents, student leaders told a confab of teachers this morning.

However, one student warned that with more extensive integration planned for this term, 1966 could be "the year of truth."

The bi-racial group of students, speaking at the School Leadership Training Conference at Ft. Lauderdale High School, agreed that perhaps the biggest problem involved in desegregation is the breaking down of group ties among both races, which prevents full assimilation.

In classroom situations there is frequently an attempt by the teachers to obscure race problems, according to Don Mizell of Nova High.

CONCERNED

"Instructors are concerned with offending the Negro students," Mizell said.

Bob Garment of Parkway Jr. High said the Negroes usually congregated among themselves during free time and most White students did not make an effort to mix.

"This isn't really prejudice," Garment said. "Both sides are nervous about mixing. Someone is needed to break the ice.

"Many White students from families that aren't broad-minded don't really know what a Negro is. They aren't equipped to understand them."

"The congregation of the races into groups within the school is not a problem—just a fact," said Doug Silvis of Ft. Lauderdale High.

Silvis said at Lauderdale High there is a strong tendency in all aspects to judge an individual by his own merit. He said some Negro students have been accepted by the White student body, but that others, due to their shyness in a new environment, have not.

Negroes participate in many clubs, Silvis said, but there are none in the exclusive service clubs. He explained no Negroes have applied for these clubs, which they must do to be invited to join.

"The students and faculty have acted in no way either detrimental or helpful to the desegregation situation," Silvis said.

Priscilla Miller, one of the first two Negroes to enter Pompano Beach High, said she had had no personal problems, but at first noticed some resentment.

"I felt somewhat lost at first because there were only two of us," Priscilla said. "This loneliness soon faded when I began meeting new friends and teachers. I have come to love and cherish my alma mater now."

She said Negroes participate widely in school activities and frequently are invited to the homes and parties of White friends.

Mizell said that after a victory dance at Nova, several Negro athletes were called in by an administrator, who requested that "to protect Nova's image," the boys refrain from dancing with White girls in the future.

Civil Rights - Schools

By GRETCHEN GETTEMY

(Staff Writer)

A Dania-Stirling High School sophomore was called into the guidance office the other day.

What's the problem, he was asked.

OCT 27 1966

The student, a transfer from Attucks, had not fared well during the grading period.

He said he knew his grades were terrible. But he liked Dania-Stirling. He felt he was learning something and he hoped the teachers would bear with him just a little longer until he got himself straightened out.

GRETCHEN

The student was talking to one member of a three-member team at the school, working through a federal government grant especially for helping smooth out the school integration process.

The team's job is to try to assist all students and teachers in any way possible during this first year in the hope that next year the school can carry on without the help of the experts.

A lot of the job deals with the students' image of themselves, said Elaine Voight, the guidance specialist.

She said the team is trying to get all students to think of themselves as worthwhile citizens worth having teachers bear with them. Attacking this problem sometimes involves just talking to the student and finding out his problems.

SHOVE BOTHERS

A student who gets shoved in the hallway by accident and who is wondering whether he was shoved because of his race or just by accident isn't going to learn very much the next school period, she said.

Montford Johnson, a social worker, visits the homes of the Negro students at Dania-Stirling and explains the situation to the parents.

Johnson said he tells them about the special reading program offered at the school for the youngsters and encourages them to permit their children to volunteer if the child needs it.

"There's a terrible stigma about reading," said Angela Duffy, the reading specialist. She said students think they are inferior if put into a reading class.

Mrs. Duffy tries to help the students learn ways to study and improve any part of the reading program in which they might be having problems. The classes, however, are voluntary.

A lot of the teams' work also involves helping teachers design curriculum for their classes.

One teacher was assigning a great deal of homework in the classes, Mrs. Voight said. He was worried because several of the students did not do it.

Montford's investigation revealed that one of the students could not do it because he had several brothers and sisters at home and nc place to study.

In addition, the team, responding to the teacher's plea for help suggested he split his class into groups so some were doing basic work, some medium and some accellerated — that way everyone would learn.

"This is a common way of teaching in elementary schools," said Mrs. Voight. "But it isn't in high schools."

The method of teaching which seem to benefit all students at Dania-Stirling and other pilot schools may be used to smooth over integration in other county schools.

As the ensuing school year progresses, Dandy said six other school leadership training programs will be held, ending on May 20, dealing with any problems arising in faculty integration.

Depending on the particular problem, specialists in such fields as sociology, human relations and psychology will be called in.

The second "orientation" session Aug. 24 will involve participation of White and Negro junior and senior high school students from seven schools in the county.

Dr. Harry McCombs, assistant superintendent of schools, will discuss "Students Desegregation." Dr. Gertrude Noar, director of education for the B'nai B'rith Anti-Defamation League, will be the main speaker.

White and Negro students, who've experienced some desegregation in the past, will relate their experiences. They will represent schools in Pompano Beach, Deerfield Beach, Nova High, Parkway, South Broward, Rickards and Ft. Lauderdale.

CONSULTANTS SLATED

In the afternoon session of Phase B, Dr. Noar and Samuel Etheridge, assistant secretary for field studies of the National Education Assn., will serve as consultants in small group workshops for teachers.

19 19

The administrator of the local civil rights program said Saturday he believes so-called extra curricular activities should become part of the regular school day in all Broward County schools.

William E. Dandy suggested that more emphasis be placed on the social side of school life after members of the Civil Rights Educational Team made progress reports on the desegregation of area schools.

"The extra curricular program should be part of the school day," Dandy said.

David Hogg, guidance specialist at South Broward High School, proposed lowering entrance standards for certain extra curricular activities.

"We feel the school program should be designed to increase the experience of culturally-deprived students," Hogg said.

Both were quick to point out the suggestions applied only to "interest clubs" and not to honor societies or athletic teams.

"These interest clubs should be open to any student who's interested in joining, regardless of his grades," Hogg said. He noted many of the clubs are now open to only those students who maintain a high grade level.

Dandy said by reducing regular class periods five minutes each, there would be time for a short club period during the school day. He wanted to keep the clubs voluntary, however.

Lanier Junior High School in Hallandale has had a compulsory club activities period for the past six years. It is the only school in the county with a scheduled club period.

Lanier Principal A. Quinn Jones Jr., noting his students may join one of several clubs, said the 40-minute periods are very popular and have created no problems.

The students preside over the "co-curricular" activities, he said, but the morning sessions are under the indirect supervision of teachers.

NO MAJOR PROBLEMS

The reports given by members of the Civil Rights Educational Team indicated no major problems have been encountered in the desegregation of Broward schools.

Squelching rumors "that we have a blackboard jungle situation in Broward County," Dandy said he has visited 25 area schools since last August and "I did not find any where the problem of discipline has been ignored.

"Anyone who thinks you can run a school for nine months without disciplinary problems doesn't know much about education," he added.

Mary Cunniff, a social worker at Deerfield Beach Junior High School, said she feels requests from both Negro and White parents to have their children transferred out of a desegregated school are often just excuses for the student's misbehavior.

Mary Kyle, a reading sp cialist at the same sch stressed efficient reading a means of improving comm cation between students.

"Our world is a rea world," she said. "The eff of reading disabilities numerous and somet tragic. Frequently, it lead maladjusted behavior.

—BILL MOAKE.

FEB 18 1967

By CAROL WEBE

Of Our Broward Bureau

FORT LAUDERDALE — School civil rights leaders have come up with a broad base of long-range projects to make desegregation more effective in Broward schools.

The progress report of the civil rights educational teams working under rights director William Dandy will be given today at a school leadership training program workshop at Nova High School.

At 2 p.m. Dr. Michael J. Stolee, director of the South Florida Desegregation Center, School of Education, University of Miami, will interpret the new guidelines from the Department of Health Education and Welfare.

The school rights specialists studied desegregation problems in the areas of reading, guidance, social work and curriculum.

Among recommendations for improvement were:

READING — Extend school library services beyond the regular school day; improve the reading program in elementary, junior and senior highs, add trained reading and speech personnel and increase diagnosis and services.

GUIDANCE — Add guidance personnel in secondary schools and start exchange program so each may have first-hand experience working with staff and students of the opposite race; reexamine grading practices in some schools; put more emphasis on the interpretation of test results of the culturally deprived as it applies to curriculum revision and teaching process.

SOCIAL WORK — Establish required teaching in good health practices and personal hygiene for all lower grades and as a senior high elective; add Negro deans to assist with sensitive disciplinary action involving many Negro pupils in desegregated secondary schools, instill within each teacher the necessity of disciplining students based upon worth without regard to race, creed or color; increase provisions for free lunches to needy, clothing to needy, dental, visual and medical examinations.

CURRICULUM — Encourage a more concerted effort for public kindergarten and nursery schools; revise content and approach in teaching American history with emphasis on achievements and contributions of minority groups, especially the Negro; expand the pre-vocational offerings in the junior high schools.

Youths In Mixed Schools Tell Of Gains, Problems

APR 9 1967

Civil-Rights — Schools — Brow. Co.

By GRETCHEN GETTEMY

(Staff Writer)

A school doesn't change just because it's integrated, a group of Broward students who are in integrated schools said Saturday.

The students — 10 of them — met with teachers at Nova High School for a special workshop to help smooth integration in the local schools.

"I feel things haven't changed," said Priscilla Miller, one of the first two Negro students to integrate Pompano Beach Senior High School.

"After all, the same activities go on and in sports I feel if it weren't for the Negro, we wouldn't be as far as we are," she said.

Ann Prosser, a White student at Deerfield Beach Junior High School, and Joyce Courtney, a White student attending Parkway Junior High School, both agreed with Priscilla.

"I'm proud of our school because I feel we accepted integration better than most," Joyce said of Parkway.

"I'm much more proud of my school and my community now that I'm in an integrated school," said Larry Fox, a White student from South Broward High School.

The one thing students did appear to resent in their integrated schools was the cutting out of all school dances.

Pat McLane, a White student from Pompano Beach Senior High School, said the dances were canceled because of pressure from parents. He said older people were worried about what might happen at dances.

By having them cut out, Pat said, "We're never going to find out what would have happened."

Joyce said Parkway cut out dances, too, and she felt if there was one it would result in a lot of publicity because of all the publicity Parkway has already had over its school integration.

Bruce Ramo, a White student at Dania-Stirling High School, said students were told by the school principal that Whites and Negroes were not to dance together.

Students also pointed out they would feel more comfortable in school if other people backed school integration and they felt both Negro students and White students were "stand-offish" at times.

The panel was moderated by Dr. Marie Fielder, professor of education at the University of California, who praised Broward for trying to work on the human relations part of school desegregation.

By DON EDIGER

Of Our Broward Bureau

Civil Rts Broward

DAVIE — A select group of high school students told some of Broward's top educators Saturday they would like to see racially integrated social functions throughout the county.

In a blunt, no-punches-pulled conference with teachers and principals, student panelists said they didn't necessarily want integrated dances and parties but believed schools should give them a try.

Most Broward schools stopped holding dances soon after they were integrated. Before they were stopped, several fights broke out.

In the conference sponsored by the School Board's Civil Rights Administration, the students criticized the press Saturday for what they considered too much emphasis on trouble that had occurred at the dances.

The conference — part of the Civil Rights Administration's leadership training program — also produced these developments:

A LEADING Negro educator from California told Broward teachers the success of integrated staffs depends on white teachers.

CONFERENCE Chairman William Dandy said he wants the student panelists to visit schools throughout the county at the invitation of local principals.

PANELISTS said they believe students learn better in integrated schools because they can share a wider range of experiences.

Dr. Marie Fielder of the University of California

APR 9 1967

said Negro teachers are at a disadvantage because eve Negroes have been taught by society that white instruction is superior.

"If you are a white teacher and your students think Negro teachers are inferior, it's up to you as a colleague to correct them," Dr. Fielder told teachers at the conference.

She said the belief in superior white instruction is "nothing but American racism.

"Unless you and I can join hands together, this situation won't change."

She said many Southern Negroes are disappointed when they go to schools in the North because they often have Negro teachers.

FEB 19 1967

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"The extra curricular program should be part of the school day," Dandy said.

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Introduction

During the past year, desegregation of schools was accelerated significantly in the Broward County School System. The realization that many problems will always occur in a major change of this type made it evident that a well-planned program was needed to assist educators in acquiring those knowledges and skills necessary for dealing with these problems. Therefore, a two-phase program attacking desegregation problems was initiated by the Broward County Board of Public Instruction, supported by a grant from the United States Department of Health, Education and Welfare Office of Education. The primary purpose of this program was to assist selected school personnel in providing programs and experiences vital to the achievement of smooth desegregation.

Phase A, the School Leadership Training Program, provided in-service experiences for:

1. 52 Elementary and Secondary Principals
2. 20 Secondary Guidance Counselors
3. 52 Elementary and Secondary Curriculum Assistants
4. 108 Elementary and Secondary Classroom Teachers

These persons were directly involved in the desegregation process, representing those schools in the County that experienced faculty or student desegregation for the first time. The classroom teachers included white teachers working in predominantly Negro schools and Negro teachers working in predominantly white schools.

There were eight in-service training sessions during the school year. Experts in the fields of psychology, sociology, and human relations made outstanding contributions by providing invaluable information, suggestions, and recommendations relative to the following areas of concern:

Topics	Speaker
1. "Faculty Desegregation"	Mrs. Ida Ratcliffe, Director of Secondary Education—Northwest District, Dade County Board of Public Instruction
2. "Student Desegregation"	Dr. Gertrude Noar, Educational Consultant, Anti-Defamation League, B'nai B'rith, New York, New York
3. "Communication Skills"	Mrs. Charlotte Brooks, Supervisor of Language Arts for the Public Schools, Washington, D. C.
4. "The Social Class System in America and Its Implication for the Education of the Disadvantaged Youth"	Dr. Ralph Roberts, Chairman, Department of Counseling and Guidance, University of Alabama

Topics	Speaker
5. "Testing Program For the Disadvantaged Youth"	Dr. Allison Davis, Professor of Education, University of Chicago, Chicago, Illinois
6. "Progress Report of Civil Rights Educational Team Interpretation of the Department of Health, Education, and Welfare 1967 School Desegregation Guidelines"	Civil Rights Educational Team Dr. Michael J. Stolee, Director, South Florida Desegregation Center, School of Education, University of Miami, Coral Gables, Florida
7. "Student Desegregation As We Experienced It"	Selected Students From Broward County School System Moderator - Dr. Marie Fielder, Professor of Education, University of California
8. "Evaluation of School Desegregation"	Dr. Harry McComb, Assistant Superintendent for Instruction, Broward County School System

During each of these sessions, small group discussions were conducted under the direction of a consultant, to provide each participant the opportunity to explore in depth problems encountered in the desegregation process. As indicated above, in two of these sessions, students from selected public schools within the County related their experiences in school desegregation which provided the participants with insights and perceptions of the students' views.

Phase B, the School Pilot Program, was designed to maintain instructional quality in multi-ethnic schools and provide expert assistance in critical areas of the school program in the four Pilot Schools. These schools, formerly all-white, were selected because of their high concentration of Negro students and integrated faculties.

Each Pilot School was assigned a separate school-based Educational Team comprised of specialists in the areas of guidance, reading, and social work.

The Guidance Specialist worked with students and teachers (Negro and white) in both individual and small group situations attempting to identify and solve specific problems. Data on student's past and present school performance and information necessary for program planning were interpreted as a means of improving the instructional program.

The Reading Specialist coordinated school-wide attempts at reading improvement into effective developmental, remedial, and corrective programs designed to accommodate the needs of all students.

The Social Worker maintained regular communication between the home and the school and appropriate community agencies. Prime attention was given to the improvement of the attendance of the Negro students. Through the concerted effort of the Social Worker, in cooperation with appropriate community agencies, assistance was provided for the less fortunate students.

To implement one of the major functions of Phase B, a special training program in Communication Skills was conducted involving the principals and selected teachers from the four Pilot Schools. These programs, under the direction of the Language Arts Supervisors from the Broward County Division of Instruction, provided the participants with those skills necessary to deal with the dialectal and other speech patterns of many Negro students. Consultants in the various areas of communication provided expert assistance. The participants in these programs prepared a document which contained recommendations for the improvement of programs in language arts instruction for the disadvantaged students in multi-ethnic schools.

One of the culminating activities of this two-phase program was the formulation of a set of guidelines. This document was prepared by a selected group of participants from Phase A, the School Leadership Training Program, with the assistance of the Educational Teams from the four Pilot Schools. The primary purpose of this instrument is to assist school personnel involved in the desegregation process by providing suggestions relevant to smooth desegregation.

Desegregation will continue in the Broward County School System. Problems will inevitably arise. Therefore, the experiences, knowledge, and skills obtained as a result of this program should assist in providing educators with those competencies paramount to successful school desegregation.

Without the guidance and assistance rendered by the South Florida Desegregation Center, University of Miami, progress would have been minimal. Our thanks are extended to those persons from this agency who gave so willingly of their knowledge, support, and time.

William Dandy, Project Director

PREFACE

This report represents an effort to provide evaluative data relevant to a Two-Phase Project concerning School Desegregation Problems in Broward County, Florida (OE Grant No. OE-6-36-19011). In the interest of simplicity, the project will be designated as the Civil Rights Project in this report.

The findings of any research report must be considered in terms of the procedural limitations associated with the various aspects of that report. In general, the types of evaluative procedures used in this report were based primarily upon practical rather than theoretical considerations. The Division of Research attempted primarily to provide a useful flow of feedback to the project director.

Since it seemed likely that some of the problems associated with the Civil Rights Project might include matters of great sensitivity to those involved, great care was taken to protect the anonymity of all persons who responded to any of the evaluative instruments. In applying these safeguards, it was necessary to forego some forms of analyses which would have been very desirable from the standpoint of evaluative considerations.

A further major procedural limitation is associated with the instruments used for evaluating the project. With the exception of the Florida Scale of Civic Beliefs, these instruments were essentially ad hoc constructions. The instruments were for the most part developed in collaboration with the project director in order to insure that the responses had at least a "face value" relevance to the goals of the project.

Further limiting statements will be incorporated into relevant sections of this report.

Positively, the evaluative data included in this report served a practical function and may be of general interest to other school systems, educators, and lay persons concerned with problems associated with school desegregation. Although none of the findings reported herein could be safely generalized (i.e. - posited to hold for groups other than those actually sampled in this report), some of the data are richly suggestive of possibilities for future study.

This evaluation is organized in reference to the two major phases of the project, i.e., Phase A--The School Leadership Training Program and Phase B--the Pilot Schools Program.

A copy of each evaluative instrument used in this report is appended to the report, in the order in which data derived from these instruments are treated in the main text.

ACKNOWLEDGMENTS

The responsibility for preparing this evaluation of the Civil Rights Project was shared among members of the Broward County Division of Research. Mrs. Janice Smith contributed the section regarding school counselors in the Pilot Schools. Dr. P. Livingston Knowles prepared the section concerning school social workers in the Pilot Schools. Except for materials otherwise noted in the text of the report, Dr. William Meredith was primarily responsible for the preparation of the remaining sections of the report. Mr. Thomas Wright was responsible for the final editing and summarization. Dr. Willard H. Nelson, Director of the Division of Research, initially edited some portions of the materials and contributed suggestions to the remainder.

Mr. Lawrence Insel, research intern from the University of Miami, and Miss Mary Ann Moon and Miss Karen Pierce, participants in the Broward County Junior College Work Study Program, made invaluable contributions to the data analyses in this evaluation. Mr. Donald Houser, Systems Analyst for the County Data Processing Administration, ably coordinated the data processing services required for this presentation.

Mr. William Dandy, Civil Rights Project Director, and the members of the educational teams devoted many hours to the preparation of materials presented herein.

Acknowledgments are also due to the participants in the Leadership Conferences and the faculty members of the Pilot Schools for their continuing cooperation in the evaluative procedures associated with this project.

Finally, appreciation is due Mrs. Emily Berges, who typed the final draft of this document.

I. Phase A - School Leadership Training Program

A. The Florida Scale of Civic Beliefs

The Florida Scale of Civic Beliefs (FSCB) is an instrument designed to measure socio-economic values on a liberal-conservative continuum. The FSCB was developed and copyrighted by Ralph B. Kimbrough and Vynce Hines. This instrument was administered to participants in the Leadership Conferences during the first and next-to-last conference sessions. One purpose for using this scale was to obtain an estimate of the socio-economic viewpoints characteristic of the participant group. Another purpose was to have a means of assessing any salient changes in viewpoint which may have occurred within the group during the course of the year.

Space prohibits an extended discussion of the areas measured by the FSCB. A factor analysis indicated that the items on the form of the scale used in this study were loaded highly on a single dimension. This is to say that it was indicated that political liberalism and conservatism represented a single global dimension which incorporated and integrated a variety of beliefs about the nature of man and the social order. If this interpretation were valid, FSCB results would provide an indirect measure of a person's probable attitude toward other racial groups. It is, however, by no means established that conservatism on economic matters is necessarily directly related to conservatism on racial matters, or that either or both are directly related to conservatism on educational matters. Factor analysis of subsequent forms of the FSCB has cast doubt upon interpreting political liberalism and conservatism as a uni-dimensional characteristic. For a more detailed treatment of these matters the interested reader is referred to the references listed below. (1), (2), (3).

(1) Vynce A. Hynes, "Development and Factor Analysis of a Scale of Liberalism-Conservatism," Research Paper presented at American Education Research Association, Chicago, Illinois, February 12, 1963.

(2) Daniel U. Levine, "Liberalism, Conservatism, and Educational Viewpoint," Administrator's Notebook, XI, No. 9.

(3) Seymour Martin Lipset, Political Man: The Social Bases of Politics (Garden City, N.Y.: Doubleday and Company, Inc. 1960)

Each of the ten items on the FSCB has a possible score range of from 1 to 5. Low scores represent the conservative and high scores the liberal ends of the continuum. Total scores may range from 60 to 300. A total score of below 180 may be taken to indicate a conservative position, and above 180 as indicating a liberal position.

The following table summarizes the mean FSCB scores of participants on the August 1966 and May 1967 administrations of the instrument. Participants are grouped according to race and position. The symbol n indicates the number of persons in a given subgroup who took the test. The symbol $\bar{X}$ represents the mean or average score. N represents the total number of persons taking the test at each administration.

Table I

FSCB Mean Scores by Position and Race

	White				Negro				Total			
	Aug. 1966		May 1967		Aug. 1966		May 1967		Aug. 1966		May 1967	
	n	$\bar{X}$	n	$\bar{X}$	n	$\bar{X}$	n	$\bar{X}$	n	$\bar{X}$	n	$\bar{X}$
Teachers and Counselors	67	204.0	56	200.3	55	206.6	48	205.2	122	205.2	104	202.6
Administrators	32	191.6	26	195.3	16	215.4	12	210.0	48	199.5	38	200.0
Totals	99	199.9	82	196.9	71	208.6	60	206.2	N=170	203.6	N=142	200.8

Inspection of Table I indicates that the mean scores of participants tended to be liberal. There was a slight drop in scores between August and May. A *t* value was computed to assess the possibility that differences between August and May scores for each of the eight subgroups (n's) and the total group (N) could be attributed to sources other than chance variations. In no case did the value of the computed *t* exceed .9; thus no basis was found for attributing the differences between Fall and Spring results to any source other than chance.

However, it should be noted that the statistical procedures which normally would be used to compute *t* values for comparisons of this general type could not be applied in this case. In order to protect the anonymity of respondents no provision was made for identifying questionnaire responses by persons. Thus, it was impossible to obtain the differences between each individual's Fall and Spring scores. Had this information been available, a more sensitive test of significance could have been applied.

To state the matter in another way, when the same individuals are tested twice with the same type of test across an interval of time, the two sets of scores will be correlated. This is to say that because the same persons have replied in both cases to the same types of questions we can almost always expect consistent relationships to exist between their responses. These relationships, the influence of intervening circumstances and events, and chance variations account for the total group variability of the second set of scores. In the case of the FSCB comparisons we were interested in determining whether intervening circumstances and events, (i.e., attending the conferences, teaching in desegregated schools, changes in the political climate, etc.) accounted for significant differences between the May and August scores. If the correlation effect between the scores were controlled (by simply obtaining the differences between each individual's Fall and Spring results), the variability of the total group would be considerably reduced. In other words the total variability would now be constituted only of the influences of intervening circumstances and events, and chance variations (sampling error). The reduction in variability would in turn increase the possibility of obtaining statistically significant differences.

In order to explore further the characteristics of participants, analysis of variance procedures were applied to both the Fall and Spring results in an effort to identify any significant differences in responses which might be due to the factors associated with race or position.

Tables II and III summarize the results of this endeavor. The disproportionality of the subgroups necessitated following procedures for adjusting between subgroup sums of squares as outlined in the text cited below. (1)

Table II
Fall 1966 FSCB Scores
Multiple Classification Analysis of Variance,
Adjusted for Disproportionality

Source of Variation	Degrees of Freedom	Adjusted SS	Mean Square
Race	1	2,696.6	2,696.6
Position	1	755.3	755.3
Interaction (Race X Position)	1	3,553.5	3,553.5
Within	166	145,356.7	875.6
Totals	169		

$$\text{Race}^{F}_{1,166} = \frac{2{,}696.6}{875.6} = 3.08$$

$$\text{Position}^{F}_{1,166} = \frac{755.3}{875.6} = .86$$

$$\text{Interaction}^{F}_{1,166} = 3{,}533.5 = 4.06^{*}$$

*Significant at .05 level.

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(1) Wert, Neidt, and Ahmann, Statistical Methods in Educational and Psychological Research, Appleton-Century-Crafts, Inc. New York, N.Y. Chapter 12, page 211.

Table III
Spring 1967 FSCB Scores
Multiple Classification Analysis of Variance, Adjusted for Disproportionality

Source of Variation	Degrees of Freedom	Adjusted SS	Mean Square
Race	1	1,785.26	1,785.26
Position	1	42.29	42.29
Interaction	1	629.03	629.03
Within	138		906.05
Total	141		

$$\text{Race } F_{1,138} = \frac{1,785.26}{906.05} = 1.97$$

$$\text{Position } F_{1,138} = \frac{42.29}{906.05} = .05$$

$$\text{Interaction } F_{1,138} = \frac{629.03}{906.05} = .69$$

Tables II and III indicate that neither race nor position accounted for a significant difference in the variability of FSCB scores in either the August or May administration of the instrument.

The only result which was statistically significant was the interaction effect for the Fall administration. This might be loosely interpreted as due to the "contradiction" between the tendency for white administrators to be more conservative than either white or Negro teachers and the tendency for Negro administrators to be the most liberal subgroup.

This interaction effect was not significant in the Spring analysis. Inspection of Table I indicates that the mean for Negro administrators was lower and that of white administrators was higher in the Spring than it had been in the Fall.

That race and position did not show up as statistically significant sources of variability in FSCB scores between the subgroups is in itself a matter of interest. An interest in further exploring this putative characteristic of the participant group stimulated repeating the analyses reported in Tables II and III, but using a different criterion measure. The results of a questionnaire administered at the last conference session and used for evaluating the overall effectiveness of the Leadership Conferences were used for this purpose. The data derived from that questionnaire are reported and analyzed in quite a different fashion in a subsequent section of this report.* For the purpose of assessing the influence of race and position upon variability in participants' evaluations of the overall effectiveness of the conferences, scores on the 12 items comprising the Leadership Conference Evaluation Questionnaire (LCEQ) were weighted and summed in order to yield a Total Score. The scale of responses used for evaluating each of the LCEQ items was based upon the participant's rating of the contribution he felt that the conferences had made toward the implementation of the goals suggested by each item. The scale follows:

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* see page 12

1. Significant positive contribution

2. Positive contribution

3. Did not contribute

4. Negative contribution

5. Significant negative contribution

The summed total scores for the twelve items on each questionnaire could range from 12 to 60. A score of 12 would indicate that a person believed that the conferences had made a significant positive contribution toward the implementation of each of the twelve goals. Scores ranging below 36 would indicate that positive responses outweighed negative ones. Scores above 36 would indicate that negative responses outweighed positive ones.

Table IV summarizes the mean scores, as interpreted above, for participants in the Leadership Training Program.

Table IV
LCEQ Mean Scores, by Position and Race

	White		Negro			Total	
	n	$\overline{X}$	n	$\overline{X}$		n	$\overline{X}$
Teachers and Counselors	59	23.8	67	23.6		126	23.7
Administrators	25	25.8	17	24.4		42	25.2
Totals	84	24.4	84	23.7	N =	168	24.1

Inspection of Table IV indicates that the participants tended to give positive responses to the questionnaire items.

The results of the application of analysis of variance procedures to the data summarized in Table IV are reported in Table V.

Table V
LCEQ Scores
Multiple Classification Analysis of Variance, Adjusted for Disproportionality

Source of Variation	Degrees of Freedom	Adjusted SS	Mean Square
Race	1	9.28	9.28
Position	1	71.29	71.29
Interaction (Race and Position)	1	13.10	13.10
Within	164	6,906.88	42.12
Total	167		

$$\text{Race}^{F}_{1,167} \; \frac{9.28}{42.12} = .22$$

$$\text{Position}^{F}_{1,167} \; \frac{71.29}{42.12} = 1.69$$

$$\text{Interaction}^{F}_{1,167} \; \frac{13.10}{42.12} = .31$$

The data in Table V again provide no basis for attributing the obtained differences between LCEQ scores for Race and Position to other than chance factors.

On the basis of the analyses reported in this section, it seems reasonable to conclude that (1) significant changes did not occur over time in characteristics assessed by the FSCB and that (2) race and position did not significantly influence participants' responses to the FSCB and LCEQ. In terms of the matters sampled by these instruments, administrators and teachers—Negroes and whites—who constituted the participant group held rather similar points of view.

B. Continuing Evaluation of the Conference Sessions

In order to provide the project director with feedback from participants relative to the speakers and the small group sessions, in which participants worked following the presentation by the speaker to the total group, the Research Division formulated two brief questionnaires: The Small Group Evaluation Questionnaire (SGEQ) and the Speaker Evaluation Questionnaire (SEQ).

The Small Group Evaluation Questionnaire

The SGEQ was administered to each small group, commencing with the third conference session. The brevity of the SGEQ and SEQ rendered rigorous analyses impractical. Results were tallied and reported to the project director after each conference session. In the interest of space a detailed enumeration of these responses is not included in this report.

The SGEQ results were particularly helpful as a means of identifying "difficult groups" and/or "ineffective consultants". The project director was able to take SGEQ data into account in selecting consultants.

When SGEQ responses from the fourth session revealed an increase in negative sentiments, a change in the composition of the groups was indicated for the next conference session. Previously, the groups had been homogeneous in that group membership was contingent upon position and school level, i.e., counselors, elementary teachers, secondary teachers, elementary principals and secondary principals met in separate groups. At the next conference session each group contained a mixture of administrators, counselors, and teachers from both the secondary and elementary levels. Subsequent SGEQ responses indicated a positive reaction to this change.

The Speaker Evaluation Questionnaire

The SEQ was also administered at each session, commencing with the second conference meeting. This questionnaire provided information about the reactions of participants to the speakers. This information could prove to be of some value in securing consultants for future county projects in the various special areas covered by the sessions.

SEQ discussion items provided the director with an indication of the qualitative impressions of participants. At the same time these items provided participants with a means of expressing their sentiments.

The following statements represent a sampling of the responses of participants to discussion items covering two sessions. The items and samplings of comments associated with positive and negative replies to each item are given below:

Item (SEQ question 1)

Was anything about this speaker and/or his presentation disturbing to you? If so, briefly explain.

Comments from some of those who responded "yes" to this item:

Too much like a college classroom lecture instead of the type of presentation which we could have profited from.

Personally I was disturbed because his speech was a bit like a lecture given in some psychology course. I generally prefer and enjoy speeches that are informal, and I believe I get more out of them.

Seemed his delivery was geared to undergraduates--he "spoke down".

I feel the speaker lacked the proper speech inflection to make his talk as dynamic as possible.

He repeated himself many times. Not enough enthusiasm.

Too fundamental--if a teacher didn't know what the speaker was trying to explain, the teacher should have been stopped teaching long ago.

The speaker did not relate enough specifics of the situation.

His voice or use of inflection in speaking could improve. He was very well-informed but wasn't dynamic enough.

Item 2 (SEQ question 9)

Would you wish to have this speaker repeat today's presentation to your total faculty? Briefly explain the reasons for your answer.

Comments from some of those who responded "yes" to this item:

I think he would help to broaden the teachers' views concerning behavior patterns. Many of our junior high teachers need additional exposure to child psychology and human behavior.

We are dealing with the whole faculty, student body, and community; therefore, the more who can receive such information, the more effective it would be in bringing about changes.

This is needed to see how a person from Alabama really feels toward these problems.

Some of his remarks were particularly well taken, and a few of the situations he mentioned are specifically related to my school.

She is well-informed and able to enliven a tired group.

Yes! This man spoke of the proper attitude necessary to accomplish anything but particularly integration.

Although much of the presentation is covered in sociology courses which the teachers would have had, I think there is sometimes a tendency in our classrooms to forget the role we play in the development of the child's self-concept.

Comments from some of those who responded "no" to this item:

> Not particularly. I feel we need a person that can deal with our local situations.
>
> He said what has already been said by many people and didn't give anything really concrete.
>
> What he really said was--"Be a better teacher", and I do not feel speeches will give teachers that extra needed incentive.
>
> No--the subject matter was repetitious of any psychology course dealing with self-concept.
>
> The views expressed by this speaker are those espoused by the faculty of my school. We need new, dynamic speakers to revitalize our sessions instead of repetition. (All of Broward County does--maybe then Florida will rank higher than 37th in education.)
>
> It was useless, our faculty has developed mentally beyond his aims.
>
> I feel that our faculty would receive it in the same manner in which it was received today--boredom.
>
> I think many of his statements are becoming more and more self-evident and need not be "rehashed" before those who are already aware of them.
>
> The members of the faculty who are present today can report the main ideas to those not present.

Item 3 (SEQ question 10)

Would you wish to have this speaker make a presentation to the parents at your school? (Please explain briefly the reasons for your answer.)

Comments from some of those who responded "yes" to this item:

> Yes, but not the same presentation as today. One that would be designed for parents, to present them with the reasoning behind their children's behavior.
>
> So that parents as well as teachers may benefit from this meaningful information.
>
> Helps parents to understand the problems of their children.
>
> Yes, because everything he said would be quite meaningful and probably would be emphasized more coming from him.
>
> Yes, she simplifies issues without talking down or insulting one's intelligence.
>
> Our community needs updating on current educational thinking.

I feel that in many ways what he had to say is as much if not more relevant to the home than to the school.

He could give the parents a better understanding of the White people they might come into contact with.

If we could get the parent to the school.

Comments from some of those who responded "no" to this item:

The parents wouldn't particularly benefit from psychological concepts.

They (the parents) aren't (most of them) thinking on this level.

They wouldn't understand what he was talking about.

The speaker would be on too high a level for the parents, a large number that is.

Item 4 (SEQ question 11)

Do you believe that this speaker would have something to contribute to the pupils at your school; that is, would you want him to make a presentation to your student body? (Please briefly explain the reason for your answer.)

Comments from some of those who responded "yes" to this item:

Slanted toward the student better understanding himself.

This may help to improve attitudes toward each other in the school.

Many boys and girls act in this way and this would help them to understand their own actions and might tend to have them analyze and better understand their behavior.

Students could benefit from learning of the concept of self and its value.

Comments from some of those who responded "no" to this item:

He would probably be more effective in an individualized conference situation.

I feel that I can share the information that was shared with me.

Question inadequate in detail. Cannot draw conclusion. Speech made today not suitable for elementary children. Need to know topic of presentation before giving opinion.

I'm sure most of them would tune him out even before he began because he's White and from Alabama.

I think it would be rather difficult for this speaker to interest elementary school children.

Not necessary--I feel the youngsters are influenced by the adults of the community. They are the ones who would benefit.

He probably could not hold their interest.

One presentation of the subject matter involved would hardly be effective or corrective.

Our principal solves our racial problems, before they develop into anything serious.

It would be a waste of time.

No, students, in general, wouldn't appreciate the depth of this speaker's presentation.

They wouldn't understand what he was talking about.

The students for the most part are too immature to accept such a speaker.

Summary:

It should be emphasized that the SEQ comments summarized in this section were included in order to display the types of feedback this instrument made available to the project director. They should not be taken as indicative of the overall effectiveness of the two speakers at these sessions. These responses were chosen to illustrate the ranges rather than the frequencies of the reactions evoked by the SEQ items.

C. Final Evaluation of the Conference Sessions

The Leadership Conference Evaluation Questionnaire (LCEQ) was administered to Participants at the final conference session. An analysis of weighted and summed LCEQ responses was described in a previous section. (p. 6-7) The LCEQ was designed to provide information relative to the participants' ratings of the overall effectiveness of the Leadership Training Program in terms of the objectives of this phase of the proposal.

The items included in this questionnaire were based closely upon the stated goals of the conferences as described in the project proposal. Table VI summarizes the responses to this questionnaire in terms of the distribution by number and rounded percent of persons choosing each scale rating for each item.

Table VI indicates that a majority of the respondents felt that the conferences had made a generally positive contribution toward attaining the goals suggested by each of the items. Items 1, 3, 5, 6 and 7, which concerned matters primarily related to the conference sessions and affairs at the participants' own schools, tended to receive the highest proportion of positive responses. Items 2, 4, 9, 10 and 11, which concerned more inclusive matters related to county-wide and community problems, tended to receive the lowest proportion of positive responses.

TABLE VI

DISTRIBUTION OF LCEQ RESPONSES BY ITEMS

Questionnaire Items:	Scale Rating												
	1		2		3		4		5				
	Signif. Pos. Contribution		Positive Contribution		Did Not Contribute		Negative Contribution		Signif.Neg. Contribution		Invalid		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
1. Provided training which helped participants exert influence toward alleviating desegregation problems in their own schools	38	22	109	63	21	12	3	2	0	0	1	1	172
2. Provided training which helped participants exert influence toward alleviating school desegregation problems at the community level.	18	11	82	48	56	33	9	5	3	2	4	2	172
3. Provided information relevant to understanding ethnic differences in beliefs, expectations, and values.	69	40	84	49	12	7	5	3	1	1	1	1	172
4. Contributed to the area of curriculum development, i.e., participants better equipped to plan appropriate school experiences for all school students in multi-cultural schools.	29	17	89	52	43	25	6	4	4	2	1	1	172
5. Provided information which fostered the growth of positive attitudes toward desegregation on the part of participants	66	38	88	51	13	8	3	2	1	1	1	1	172
6. Provided opportunities for the growth of understanding and racial harmony through mutual involvement of participants of both races in the project	84	49	74	43	8	5	2	1	2	1	2	1	172

TABLE VI

DISTRIBUTION OF LCEQ RESPONSES BY ITEMS

Questionnaire Items (continued)	Scale Rating 1 Signif. Pos. Contribution		2 Positive Contribution		3 Did Not Contribute		4 Negative Contribution		5 Signif.Neg. Contribution		Invalid		Total
	N	%	N	%	N	%	N	%	N	%	N	%	N
7. Served to familiarize participants with some of the practical problems incident to school desegregation	69	40	85	49	9	5	4	2	3	2	2	1	172
8. Served to suggest fruitful approaches to the solution of practical problems incident to school desegregation	40	23	90	52	27	16	5	3	2	1	8	5	172
9. Contributed to the development of more effective county-wide desegregation policies	33	19	81	47	44	26	9	5	2	1	3	2	172
10. Helped to minimize county-wide problems specifically related to faculty desegregation	35	20	87	51	35	20	12	7	2	1	1	1	172
11. Helped to minimize county-wide problems specifically related to pupil desegregation	31	18	85	49	41	24	11	6	0	0	4	2	172
12. Contributed to the attainment of your own personal and professional goals and aspirations . . .	65	38	69	40	27	16	2	1	3	2	6	4	172

D. The Civil Rights Evaluation Questionnaire

The Civil Rights Evaluation Questionnaire (CREQ) was constructed in order to secure feedback from county personnel relative to problems concerning teacher and pupil desegregation. The CREQ was administered in February 1967 to the professional staffs of four elementary, three junior high, and three senior high schools in the county. The schools with the highest ratio of Negro to white in relation to both faculty personnel and student body were selected from three geographic areas of the county. The schools selected were all predominantly white, because as yet there has been no significant amount of pupil desegregation at predominantly Negro schools.

The questionnaire proved of value in that it provided county administrators with a source of information regarding the relative magnitude of problems encountered as a consequence of both faculty and pupil desegregation. Of salient concern in this context is the encouragement these results have toward implementing the progress of faculty desegregation in the county. The data in general provided a source of relevant information for planning guidelines for future desegregation policies.

The data depicted in Table VII compare CREQ responses of those who participated in the Leadership Training Conferences (participants) with the respondents from the ten schools. (non-participants). It should be noted that some persons in the participant group are members of the professional staffs of the ten schools which furnished the non-participant group. Participants included all teachers who were involved in faculty desegregation, i.e., white teachers in predominantly Negro schools and Negro teachers in predominantly white schools. Principals and other selected personnel from the ten schools were also included in the participant group. Consequently, of the 432 non-participant respondents, 94% were teachers, and 97.5% were white.

The CREQ provided respondents with four choices for each item. These choices were: Yes; Yes with reservations; No with reservations; No. In Table VII the two positive choices were combined and reported as percents for each item.

In order to secure a statistical estimate of differences between the participant and non-participant groups, 2x2 contingency tables were constructed and Chi Square values were computed for each item. This procedure provided information relevant to the question of the representativeness of the participant group in relation to other county personnel.

It should be noted in interpreting Table VII that items 39-42 covered matters which were not applicable to elementary teachers, e.g., athletic events. The percentage of "yes" responses to these items was therefore deflated in that about 12% of those sampled did not respond to these items.

The first 20 items on the CREQ relate to problems concerning faculty desegregation. Items 21 through 40 relate to problems concerning pupil desegregation.

TABLE VII

CREQ COMPARISONS

*indicates differences between the two groups significant at the .05 level
**indicates differences between the two groups significant at the .01 level

Items Have you found that faculty members of the minority group at your school:	Participants % yes	Non-Participants % yes
1. have been generally accepted by their associates?	97.0	98.4
2. have been generally accepted by students of the majority group?	97.6	97.9
*3. communicate clearly verbally with the pupils and other faculty members?	96.4	90.5
4. have been valuable resource people for other faculty members?	72.9	65.4
5. have been able to handle routine procedures efficiently?	94.1	90.8
6. have, by their presence, contributed to an increase in discipline problems?	14.1	16.9
*7. have assisted in fostering better interracial understanding?	92.3	83.8
**8. are as competent academically as majority group personnel?	91.1	78.5
9. have, by their presence, contributed to serious disruption of normal parental relations with the school?	5.3	7.8
**10. have, on the whole, made positive contributions to the improvement of the total school program?	87.1	69.6
11. have difficulty in handling discipline problems when a child of the majority group is involved?	22.3	19.3
**12. state their opinion concerning controversial issues?	74.7	57.7
**13. are as reliable as majority group personnel?	95.8	86.1

TABLE VII

CREQ COMPARISONS

Items		Participants % yes	Non-Participants % yes
14.	have, by their presence, contributed to the formation of disharmonious faculty cliques and factions?	3.5	4.8
15.	have, by their presence, contributed to a decline in faculty morale?	3.5	6.9
16.	are as friendly as the other members of the faculty?	93.5	88.8
17.	show, in general, as much school spirit as the majority group?	90.6	87.3
**18.	tend to be clannish?	8.9	20.5
**19.	have been more enthusiastic about effective new methods of teaching than the majority group?	40.6	13.6
**20.	have helped stimulate realistic curriculum innovations?	56.4	33.8
**21.	stimulated innovations and adjustments in curricula designed to better meet the individual needs of students?	65.9	48.1
22.	opened up new opportunities to minority group students for the development of social skills and abilities?	74.7	69.9
23.	led to an increased interest in and awareness of the social problems associated with race relations?	81.2	78.5
**24.	led to an increase in discipline problems?	30.0	58.8
**25.	lowered academic standards?	25.9	60.8
**26.	caused a decline in attendance?	22.4	45.6
**27.	led to increased fighting and conflicts between students?	22.4	51.4
**28.	helped bring about better interracial understanding?	82.9	68.7
**29.	led to a curtailment of extra-curricular activities?	25.3	46.0

TABLE VII

CREQ COMPARISONS

Items		Participants % yes	Non-Participants % yes
**30.	restricted the benefits derived from extra-curricular social activities by majority group students?	19.4	43.7
31.	provided minority group students with better opportunities for achieving their academic potentials?	70.0	76.2
**32.	created problems relating to the use of locker room facilities, showers, or other aspects of the physical education program?	17.0	26.2
*33.	increased the possibility of serious pupil disorder at football games and other athletic events?	11.8	25.9
**34.	has, if anything, led to an improvement in behavior on the part of those attending athletic events?	26.5	12.7
**35.	increased problems associated with busing students to and from school, i.e., misconduct in loading areas and on the buses?	23.6	35.1
**36.	contributed to a decline in harmonious school-community relations?	20.0	37.8
**37.	benefited majority group students by expanding their awareness and acceptance of persons with different backgrounds and viewpoints?	81.2	68.7
**38.	led to a general decline in the academic performance of all students?	12.9	31.8
**39.	an increased number of remedial classes?	48.2	71.1
40.	led to reactions by parents of majority group students which have been harmful to the school program?	24.1	30.3

Inspection of Table VII without regard to differences between the participant and non-participant groups, indicates that the areas sampled by the items relating to pupil desegregation tended to be more frequently perceived as problems than did the areas sampled by the items pertaining to faculty desegregation. In brief, the respondents' viewpoints upon matters relating to faculty desegregation tended to be more positive than were their outlooks upon matters pertaining to pupil desegregation.

Comparisons between participants and non-participants indicate that the two groups differed significantly on 25 of the items. Nine of these items related to faculty desegregation and sixteen related to pupil desegregation. On all CREQ items a smaller proportion of participants perceived problems than was the case with the non-participant group. On the basis of these comparisons it seems likely that the sentiments of participants in the Leadership conferences were not highly representative of the viewpoints of the county personnel included in the non-participant sample. The CREQ findings indicated that relatively high proportions of the total respondent group appeared to perceive problems associated with some of the areas covered by the questionnaire. Application of analysis of variance procedures to selected CREQ responses for the total respondent group indicated that in at least some instances, the effects of race and position did contribute significantly to differences in responses. In light of the extreme disproportionality of the sample group (86% white and 90% teachers and counselors) and the ambiguities associated with interpreting single items as well as those associated with the questionnaire as a whole, these analyses were not included in this report. They are mentioned only because the refinement and extension of such inferential methods may prove to be a fruitful means of both (1) securing information relative to the sources of variability in outlook upon matters pertaining to school desegregation, and (2) assessing long-run changes in outlook.

II. Phase B - The Pilot Schools Program

A. The Educational Teams.

An educational team consisting of a guidance counselor, social worker and a reading specialist was assigned to each of the four pilot schools in the project. These additional professional personnel were expected to help alleviate problems associated with increased faculty and pupil desegregation at these schools. Approximately 25% of the Negro faculty personnel assigned to predominantly white schools in the county during the 1966-67 school year worked at the four pilot schools. The composite student body ratio of Negro to white at the pilot schools exceeded 1 : 4.

The following sections provide essentially quantitative summaries of some of the services performed by these specialists.

1. Guidance Specialists

Positive steps have been taken by the guidance personnel of the educational teams in the pilot schools to initiate effective schoolwide programs in relation to desegregation. All counselors worked in the usual areas of pupil-personnel services but gave their time and attention primarily to students of the minority group. In putting their programs into effect, the counselors were faced with the following approximate counselor-pupil ratios:

School 1 - 1/1000 (Elementary)
School 2 - 1/475 (Junior High)
School 3 - 1/300 (Senior High)
School 4 - 1/500 (Senior High)

Assemblies, Individual and Group Conferences

With the exception of the counselor at School 4, each counselor included 4 or 5 assembly programs concerning human relations, good sportsmanship, school orientation, health problems, and, in one instance, specific problems related to desegregation, as one approach to effecting successful desegregation. Following is a quote from the counselor at the one school that did not utilize assembly programs:

> I have not desired planned assembly programs involving the entire student body on topics dealing with desegregation. I have assumed that stand because our number of Negro students represents less than 5% of the student body. I have, however, spoken to all of the sophomores at various times. The approach used was one of stressing the idea that all of them were now a part of the student body regardless of where they went to school in the past. I have had numerous conferences ranging from the one-to-one situation to a class of 30 and small groups in between. I have spoken to all of the Negro students. My purpose was to get to know them and them to know me. This was done with several objectives in mind. First, I have let them know that we are interested in them and desire success for them. Second, I want them to be able to bring their grievances to me, rather than settle them in a fashion which may cause unrest among the entire student body. Third, I want them to be well informed of the student activity program so they may avail themselves if they desire. Fourth, I attempted to observe or discover problems such as poor teeth and visual problems, conditions at home, etc.

Initially, the above-quoted counselor requested an interview with each counselee. However, many of these students have come back for counseling at least once and, in many instances, numerous times. This has been the experience of each of the counselors. The counselor in School 2 (junior high) has held group conferences for one hour a week in vocational rehabilitation classes as well as with groups of 5 to 12 students who appear to have common problems. Thus, all the counselors have had many individual and group conferences with students as well as teacher and parent conferences with reference to students' needs and problems.

All counselors have made a concerted effort to analyze school behavior and achievement records and to encourage students to improve their academic performance and conduct. The following tables are presented as examples of the kinds of activities and analyses the counselors have made as a means of assessing and advising students of their progress.

Table VIII is an example of the type of table constructed by counselors to enable them to assess the grade distribution of Negro pupils. This sample comes from School 2 (junior high). Conferences are scheduled with students who fail two or more subjects.

It should be noted in examining Table VIII that there may be a limiting factor with reference to percentage of students receiving A's since many Negro students are scheduled into Basic Classes, in which it is most difficult for a student to receive an A. However, it is apparent, in most instances, that there is an increase in the percent of students receiving a B or C as the school year progresses.

Table VIII

School 2

Percentage of letter grades earned by Negro students for 1st, 2nd, and 3rd six weeks of 1966-67 school year

7th Grade

	A	B	C	D	E	Total N
1st six weeks	0	3	38	49	10	113
2nd six weeks	0	2	41	50	7	113
3rd six weeks	0	2	47	46	5	113

8th Grade

	A	B	C	D	E	Total N
1st six weeks	0	6	36	40	17	82
2nd six weeks	0	8	31	43	18	85
3rd six weeks	0	10	40	39	10	82

9th Grade

	A	B	C	D	E	Total N
1st six weeks	0	9	48	38	3	132
2nd six weeks	0	5	49	38	9	129
3rd six weeks	8	15	42	39	3	123

Another example of the records kept by counselors is illustrated by Table IX. The counselor at School 3 (senior high) has charted (as have the other counselors) the percent of Negro pupils who received other than satisfactory conduct grades. She has utilized this data in discussing behavior problems with students and faculty.

Table IX

School 3

Conduct

Percent of Negro students receiving grades of "Needs Improvement" or "Unsatisfactory"

	Needs Improvement	Unsatisfactory	Total Negro Population Each Marking Period
1st six weeks	40.4	10.6	N = 94
2nd six weeks	41.2	7.2	N = 97
3rd six weeks	34.4	8.6	N = 93

Table X presents comparative data derived from administration of the Gates-MacGinitie Reading Test to all 9th year students in School 4 (senior high). The counselor was able to aid teachers and students in examining school achievement and progress with relation to reading ability as indicated by this reading test. The range of scores is comparable between White and Negro students, but the mean scores are much lower for the Negro students than for the White students. This suggests that (1) reading potential is distributed similarly within the White group and the Negro group, but that (2) a large number of Negro students with low scores (lowering the Negro mean) need concentrated educational experiences in reading to attain the desired (actual grade level) achievement in reading.

Table X

School 4

Means and Ranges of Grade Placement Scores of 9th year students (1966-67 White and Negro) on the subtests of the Gates-MacGinitie Reading Test, Survey E, Form 1M

Means

	Speed	Speed Accuracy	Vocabulary	Comprehension	
White	10.6	9.7	9.7	10.6	N = 687
Negro	8.4	7.2	6.5	6.9	N = 75

Ranges

	Speed	Speed Accuracy	Vocabulary	Comprehension
White	12.5-3.6	12.6-3.0	12.9-3.4	12.9-2.8
Negro	12.5-3.3	12.6-2.9	12.9-3.1	12.9-2.6

The elementary school (School 1) situation has been more difficult for the counselor to evaluate since there were no guidelines or previously established directions to follow. The Elementary Counselor has worked closely with the Visiting Teacher of the educational team and, hence, feels that the 1 to 1000 counselor-pupil ratio has been in reality lowered. She has administered the Otis Quick Scoring Test of Mental Ability to 2nd and 6th grade students and the Peabody Picture Vocabulary Test to 1st grade students who have been referred by the teacher. Utilizing testing data, information from the cumulative folder, and information concerning the home situation gained from the Visiting Teacher as well as extensive conferences with teachers, the elementary counselor feels that she has successfully aided integration within her school.

Curriculum and Placement

Each counselor has met with his school faculty to work and plan for a more feasible and improved curricular program for culturally deprived students. The counselor from School 4 (senior high) is a member of the Curriculum Revision Committee of his school. He has met with the County Science Supervisor to discuss the Science Curriculum. Tentative plans have been made for more adequate screening and placement in Science of the culturally deprived student. Plans are also being formulated for improved scheduling across all subject areas. This counselor has also made recommendations for appropriate materials for next year.

All of the counselors have participated in the Language Arts Workshop that has been a part of the desegregation project. They have all made definite attempts to disseminate to their faculties information gained from this Workshop and from other sources.

The counselor working in School 2 (junior high) states:

> The curriculum for the 1966-67 school year was planned before school opened. However, some changes were made in an attempt to meet the needs of the students. Plans are being made to revise the curriculum for the 1967-68 school year. Our plans also include very close articulation with the feeder schools, as this is essential for class placement.

The counselor from School 3 (senior high) has had perhaps more opportunity than the other counselors to deal with curriculum problems. She has met with department chairmen for planning and revising the basic curriculum. At the same time, she has encouraged inclusion of additional Basic Classes in the curriculum to meet the needs of the educationally disadvantaged. She has also visited schools outside the county in search of new ideas for curriculum planning.

Summary

It is most difficult to analyze the areas of pupil-personnel work to which the counselors gave the majority of their time since all the above discussed areas are interrelated.

However, the following table summarizes the time spent by each counselor in interviews or conferences related to their function as counselors. The time-span for the table includes three two-week periods evenly distributed throughout the second semester.

Table XI

Number of Interviews and Conferences for a Six-Weeks-Time Period

Conferences or Interviews with:	Counselor I (Elementary)	Counselor II (Junior High)	Counselor III (Senior High 1)	Counselor IV (Senior High 2)
Individual Students	67	179	190	346
Groups of Students (Both large assemblies and small groups)	22	48	20	5
Parents	15	31	17	7
Individual Teachers	23	20	17	8
More than one Teacher	2	9	7	5
Deans and Other Administrators	6	14	28	13
School Nurse	3	4	4	1
Special Educational Psychologists with Diagnostic Center	16		1	1
Outside School Personnel or Agencies	6		12	10
Other			10	6
Total	160	305	306	402

In examining this table it is apparent that there is a great need for these counselors. It is also apparent that the students' needs and school situation (i.e., elementary school or senior high school), as well as the working philosophy of the counselor create a somewhat different emphasis on individuals or groups with whom counselors work.

Table XI also points to a major recommendation of the four counselors for continuance of these guidance positions as an extremely important aid in smoothing desegregation.

2. Reading Specialists

The evaluation of the reading specialists is complicated by the variations in the functions which these persons were required to fulfill due to the different grade levels involved as well as differences due to variations in local school procedures.

Table XII Referrals

	Elem. School 1	Jr. High School 2	Sr. High School 3	Sr. High School 4
Number of students with reading difficulties	324	216	177	58
Number treated by reading specialist	96	77	84	34
Percent treated	29.6	35.6	47.4	58.6

Table XII summarizes data relevant to the services provided by reading specialists. The number of students identified as having reading difficulties must be interpreted in terms of variations in procedures for identifying pupils in each school. In School 1 the reading specialist was responsible for only the upper elementary pupils. Another reading teacher who was not on the Civil Rights team was responsible for the primary grades. In this school pupils were initially identified by classroom teachers and subsequently tested by the reading specialist. Those with the greatest need for remedial assistance presumably were selected by these procedures. In Schools 2 and 3 the initial screening was based upon the results of the county-wide standardized testing program. This screening was followed up by diagnostic testing by the reading specialists. In School 4 referrals were made by individual teachers and routed through the assistant principal. No procedures were utilized for surveying school-wide needs in this school.

The tabular data are indicative of the need for the services provided by the reading specialists at each school.

Table XIII

Disposition of Referrals

	Elem. School 1	Jr. High School 2	Sr. High School 3	Sr. High School 4
Total referrals	90	77	84	58
Number currently receiving help	51	23	34	34
Number and reasons for withdrawals				
a. achievement[1]	22	14[5]	16	7
b. corrective[2]	16	0	10	0
c. motivational problems[3]	1	0	7	0
d. administrative reasons[4]	0	0	17	17
Total withdrawals	39	54[5]	50	24
Number of visual problems identified and referred to appropriate agencies	2	6	7	3

Notes: [1] In School 1 upper elementary children were returned to their regular classes when they were able to read at a second grade level. In School 2 pupils were returned when they reached a sixth grade level. In Schools 3 and 4 students were returned when they were able to read at one level below their grade placement.

[2] Corrective cases involved the correction of specific rather than global difficulties.

[3] These pupils "could not benefit from remedial instruction."

[4] These cases for the most part involved scheduling difficulties.

[5] At School 2 there were three reading teachers. The specialist handled those at the lowest level and passed them on to another teacher when they were able to read at a third grade level. She passed on 54 pupils of whom 14 ultimately have progressed to a sixth grade level.

Table XIII summarizes the current status and disposition of cases referred to the reading specialists. Because the need for remedial help was so great, the specialists were for the most part unable to handle corrective cases. Scheduling difficulties constitute a major problem in the secondary schools because, unless students have a study hall during the remedial sessions, they must be taken from credit courses. Screening and scheduling problems will need to be resolved at the administrative level in order to secure the most effective utilization of the reading specialists.

Previously unidentified visual deficiencies were identified by the specialists through the use of telebinoculars.

Table XIV

Gains in Achievement

	Actual Frequency	Expected Frequency
Gain $\geqq$ 1 year	117	88
Gain $<$1 year	59	88

N = 176

X^2= 19.12 **

**Significant at the .01 level

Table XIV provides a composite summary of gains made by all students who received reading instruction in the four pilot schools, and for whom pre and post test reading ratings were available. The contingency table and test of significance were based upon the assumption that normal progress in reading should be about the equivalent of a gain of one grade placement per academic year. Thus it was expected that about half the students would distribute above and half below that level of gain.

Such an assumption is, of course, not soundly defensible, and the statistical analysis of the tabular data should be interpreted in this light. The data, nevertheless, are interesting in that most of these children are slow learners and as such have not, in the past, tended to progress at the rate assumed in the analysis. It appears likely that these children were able to proceed rapidly to learning plateaus appropriate to their aptitudes and level of maturity when provided with suitable instructional programs.

The reading test used as the criterion measure for making the tabular comparisons was the McKee Informal Reading Inventory. Mrs. Miriam Holding, one of the reading specialists, kindly provided the following rationale for the form of this instrument used at the elementary and junior high level:

> The McKee Informal Reading Inventory was used as a guide in testing the students in the elementary and the junior high school for a reading level. It can be used as an oral or silent reading test. In the diagnosis of reading difficulties, oral reading reveals clues to a child's deficiencies and behaviors that are not disclosed by silent reading. Diagnostic testing that includes oral reading serves as another means other than standardized reading tests, for determining the individual child's instructional level.

> It has become evident that often the placement scores made by pupils on standardized reading tests vary considerably from the pupils' actual instructional reading level. Therefore, a pupil may have a placement score of 3.5 from a standardized reading score, but the teacher may discover, when instruction is begun, that the pupil is unable to read on this level. Differences between standardized test scores and instructional level appear almost persistently in the elementary grades.
>
> The Informal Reading Inventory consists of a passage from a controlled reading book, several factual comprehension questions and a vocabulary list. The levels used from easiest to the hardest are: First Pre-Primer, Second Pre-Primer, Third Pre-Primer, Fourth Pre-Primer, Primer, 1.5, 2.0, 2.5, 3.0, 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0. From this test one may establish the instructional level, the independent level and the frustrational reading level of the student.

Other services provided by the reading specialists included consulting with classroom teachers, primarily about problems involving individual students. The specialists averaged about four teacher consultations per week. All of the reading specialists also took part in writing, organizing, and demonstrating a reading workshop. This presentation was given at one of the in-service sessions devoted to the improvement of basic communication skills.

The reading specialists were instrumental in securing some 200 books for school libraries. These books were geared to the reading levels and interests of minority group students. Further, they were able to secure books, periodicals, and filmstrips for the use of classroom teachers.

3. School Social Workers

The four school social workers, one in each of the pilot schools involved in the Civil Rights Project, are specified I, II, III and IV. The social workers were integral members of the educational teams as is pointed out by the following list of activities which they performed:

(1) Functioned as a source of referral for school personnel in elementary, junior high and senior high schools as well as for individuals outside the school system such as parents, etc.

(2) Visited elementary, junior and senior high schools as well as homes in regard to the pupils referred.

(3) Held conferences with principals, assistant principals, deans, counselors, teachers, registrars, nurses, parents' groups, coordinators, vocational rehabilitation personnel, police, neighbors, etc., regarding pupils.

(4) Referred cases to coordinators, counselors, special education personnel, psychologists, other school personnel, community agencies, medical personnel, and churches.

(5) Held conferences as well as attended hearings in juvenile court with regard to pupils.

(6) Attended staff meetings held for the educational teams as well as workshops on casework.

Table XV indicates the total number of cases referred to the social workers as well as their source of referral (elementary, junior high, or senior high schools) across months.

TABLE XV

TOTAL NUMBER OF CASES AND THEIR REFERRAL SOURCES ACROSS MONTHS

		1	2	3	4	5	6	7	8	9	Total	Grand Total
Elementary	Social Worker I	89	82	116	65	322	86	251	103	165	1279	
	Social Worker II	2									2	
	Social Worker III*											
	Social Worker IV											
												1281
Junior High	Social Worker I	1		2	1	2	2				8	
	Social Worker II	122	177	223	143	292	246	264	292	427	2186	
	Social Worker III*									1	1	
	Social Worker IV									3	3	
												2198
Senior High	Social Worker I											
	Social Worker II											
	Social Worker III*		113	162	121	122	119	180	181	282	1280	
	Social Worker IV	264	193	210	114	172	197	185	185	269	1789	
												3069
Other**	Social Worker I								34	9	43	
	Social Worker II	14				6					20	
	Social Worker III*		2		21						23	
	Social Worker IV				42						42	
												128
Total		492	567	713	507	916	650	880	795	1156	6676	6676

* Social Worker III did not begin work until October.

** The "Other" category includes the following: 1. work permits 2. birth verification 3. psychological problems 4. financial problems

As can be seen from Table XV, a total of 6,676 cases were referred to the school social workers in a nine-month period.

Table XVI identifies the various reasons for referral to the school social workers.

TABLE XVI

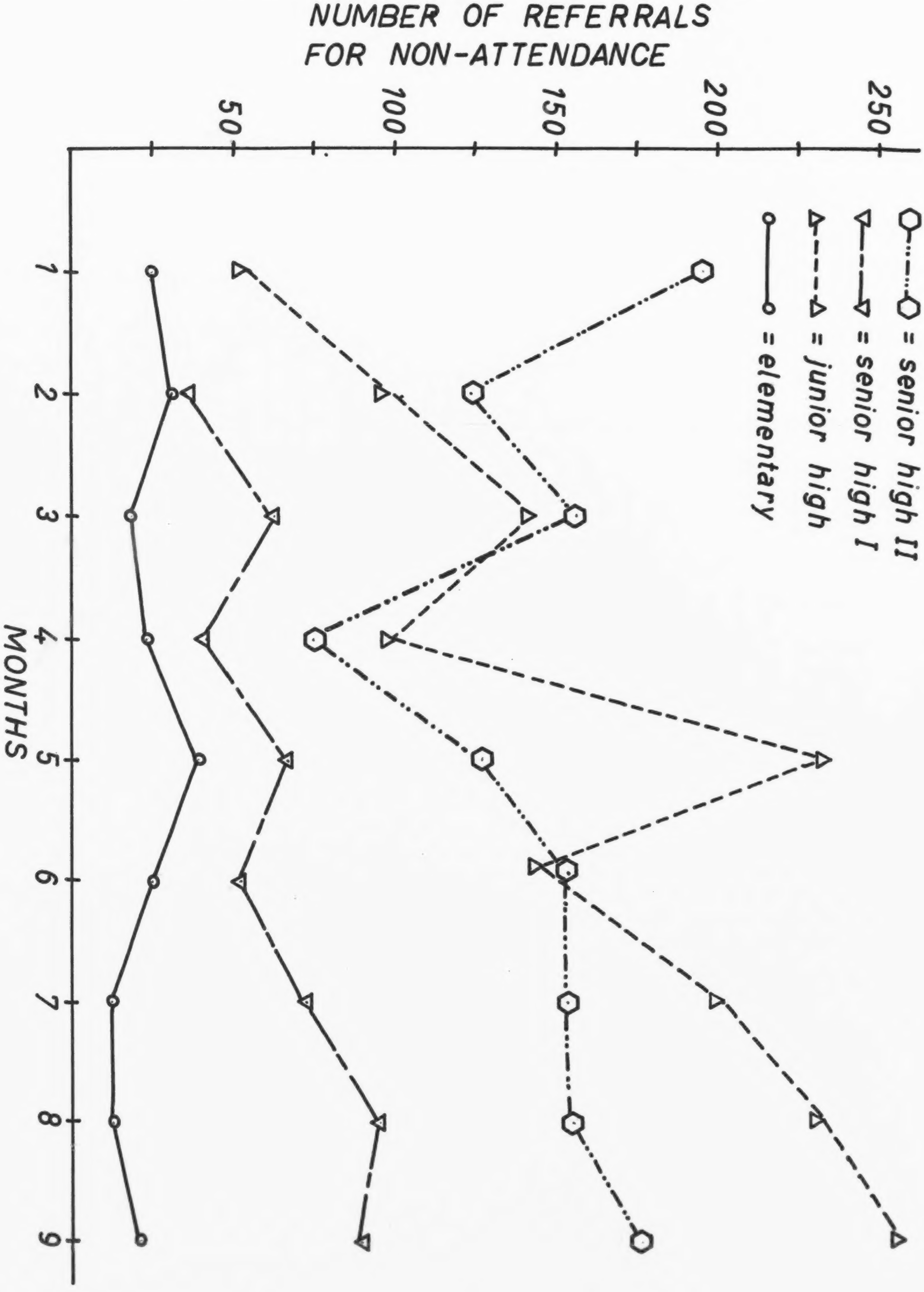
Reasons for Referrals

	Elementary	Junior High	Senior High	Total
Non-attendance	204	1466	2138	3808
Truancy	10	64	551	625
Behavior	178	288	204	670
Health	74	97	168	339
Home	509	131	114	754
Failure	47	11	14	72
Reassignment	63	19	148	230
Other	245	132	121	498
Total	1330	2208	3458	6996

With regard to Table XVI, non-attendance was the major reasons for the referral of pupils to the school social workers. It should be mentioned that the non-attendance category in some instances encompassed some of the other reasons for referral listed in the Table. As a means of viewing the non-attendance data, Figure 1 is presented. The number of referrals for non-attendance seems to have two high points; one in January and the other at the end of the school year, i.e., months 5 and 9.

FIGURE 1

Number of Referrals for Non-Attendance across Months



The total number of visits made by the social workers is depicted in Table XVII. The social workers made 5,562 visits with regard to students, which is 83% of the total number of cases referred. Most of the visits made by the social workers were to the homes of the students involved.

Table XVII

Visits Made by Social Workers

	Elementary	Junior High	Senior High	Home	Total
Social Worker I	666	23	5	605	1299
Social Worker II		109		1486	1595
Social Worker III		1	295	784	1080
Social Worker IV		6	169	1413	1588
Total	666	139	469	4288	5562

Table XVIII indicates that most of the referrals made by the social workers were to community agencies. The fewest referrals were made to coordinators. Speculatively, the reason for the few referrals to coordinators might be that coordinators are few in number as well as being spread over a large number of schools.

TABLE XVIII

Referrals Made by the Social Workers

	Social Worker I	Social Worker II	Social Worker III	Social Worker IV	Total
Coordinator		11	3		14
Counselors	13	3	6	54	76
Other School Personnel	12	4	3	21	40
Special Education or Psychologists	14	10	3	9	36
Community Agencies	60	14	5	53	132
Other	8	26	3		37
Total	107	68	23	137	335

TABLE XIX

Meetings Attended by and Participated in by the Social Workers

Meetings	Social Worker I	Social Worker II	Social Worker III	Social Worker IV	Total
Staff	24	45	36	45	150
Other*	22	77	48	26	173
Total	46	122	84	71	323

*The "Other" category refers to casework workshops and inservice training meetings.

TABLE XX

Conferences Regarding Pupils by the Four Social Workers

	Social Worker I	Social Worker II	Social Worker III	Social Worker IV	Total
Principal - Asst. Principal	274	20	173	43	510
Deans- Counselors	15	2247	966	443	3671
Teachers	317	141	109	192	759
Registrar - Secretary	40	66	569	292	967
Nurse	19	43	3	25	90
Student	345	795	469	769	2378
Parents	587	1255	574	704	3120
Group		48		3	51
Coordinator		132	23	13	168
Other	40	161	545	5	751
Total	1637	4908	3431	2489	12,465

TABLE XXI

Hearings and Conferences at Juvenile Court

Juvenile Court	Social Worker I	Social Worker II	Social Worker III	Social Worker IV	Total
Hearings		5	4	1	10
Conferences	5	51	25	48	129
Total	5	56	29	49	139

Figures 2, 3, 4, and 5 represent the relationships between the total number of referrals for non-attendance and the total number of mean absences per child in the four pilot schools. The data points for the total number of mean absences per child were obtained by dividing the total number of students enrolled into the total number of student absences across months. Thus, some error is present in that a particular student could be absent for example, five days in a month but be referred to the social worker for non-attendance only once.

As can be seen from Table XIX, the school social workers participated in a number of casework workshops and inservice training meetings as well as their normal weekly staff meetings.

The data presented in Table XX indicate the number of conferences and with whom the conferences were held by the social workers regarding students. In the elementary school situation most conferences held with other school personnel by the school social workers were with teachers, principals, or assistant principals. In contrast the school personnel with whom the school social workers in the junior and senior high schools held the most conferences were the deans, counselors, registrars and secretaries. A possible explanation for this data is that elementary schools have few counselors; whereas, junior and senior high schools have more differentiation of staff function.

Table XXI indicates the number of hearings and conferences attended by the school social workers. One item which should be pointed out is that no hearings are placed on the Juvenile Court calendar toward the end of the school term. However, the conferences held with Juvenile Court officials far outweigh the number of hearings, in fact, 92% of the cases brought to Juvenile Court were handled in conferences rather than in hearings.

FIGURE 2

Referral and Absentee Data for Senior High School II

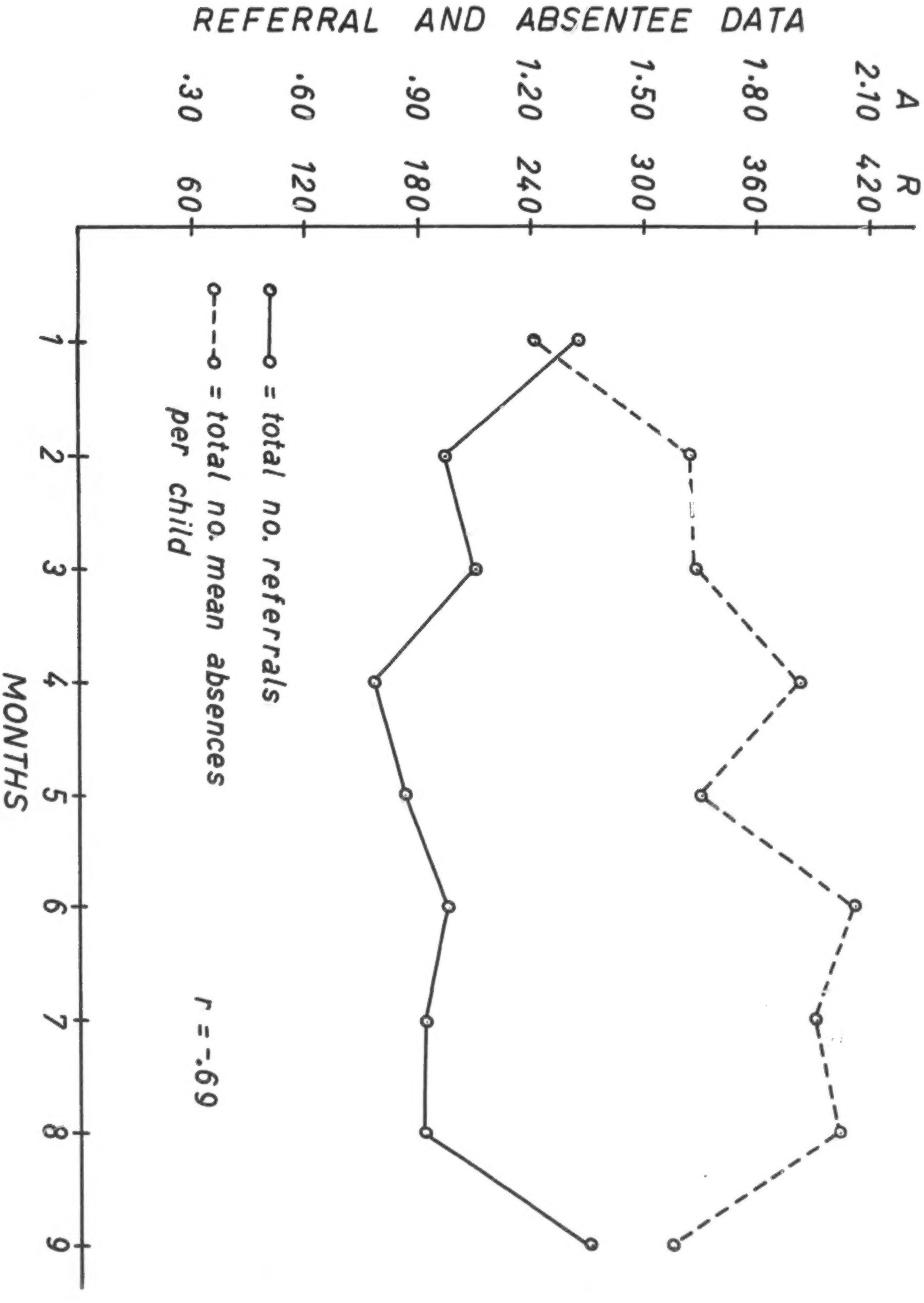


FIGURE 3

Referral and Absentee Data for Senior High School I

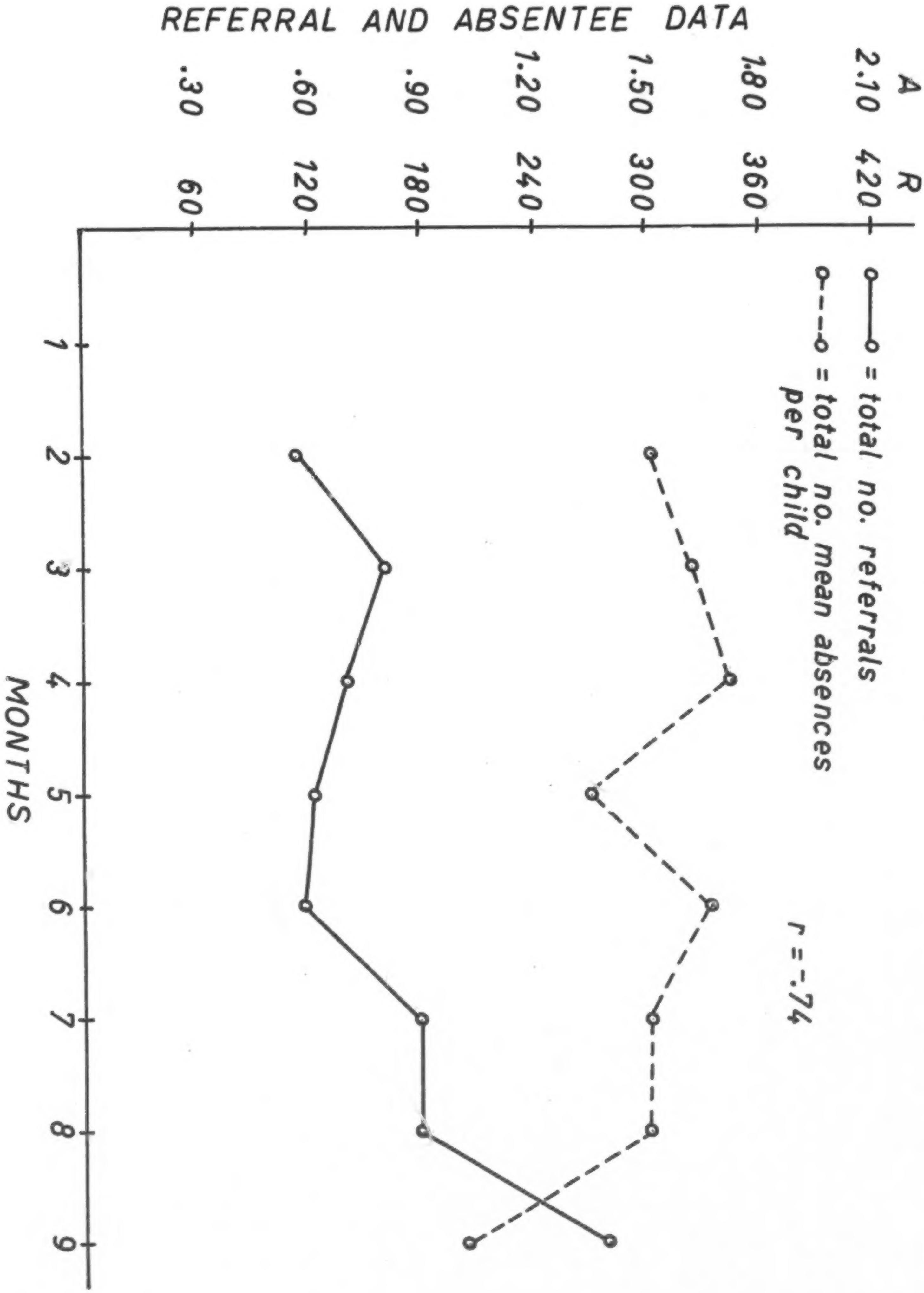


FIGURE 4

Referral and Absentee Data for the Elementary School

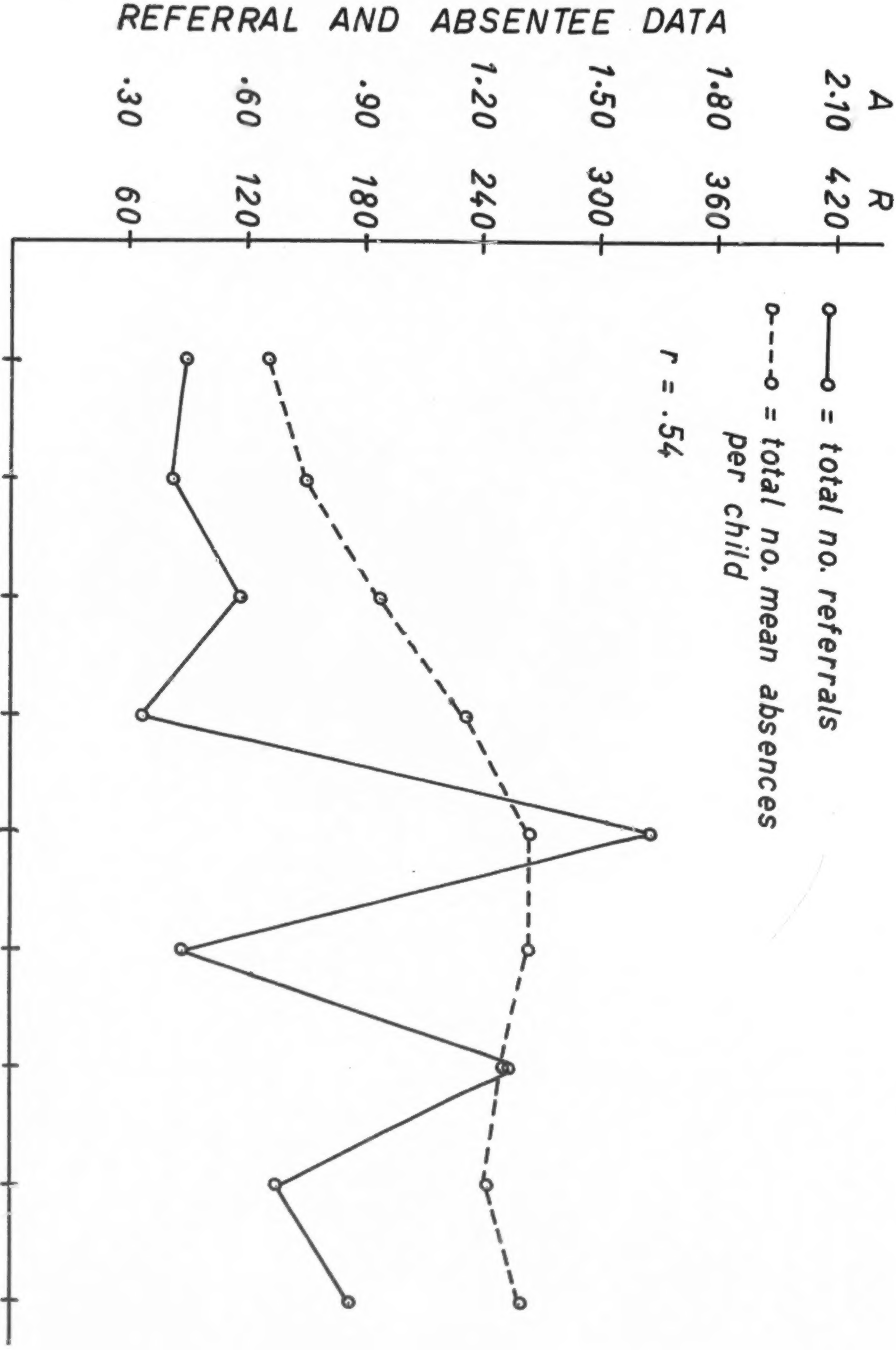
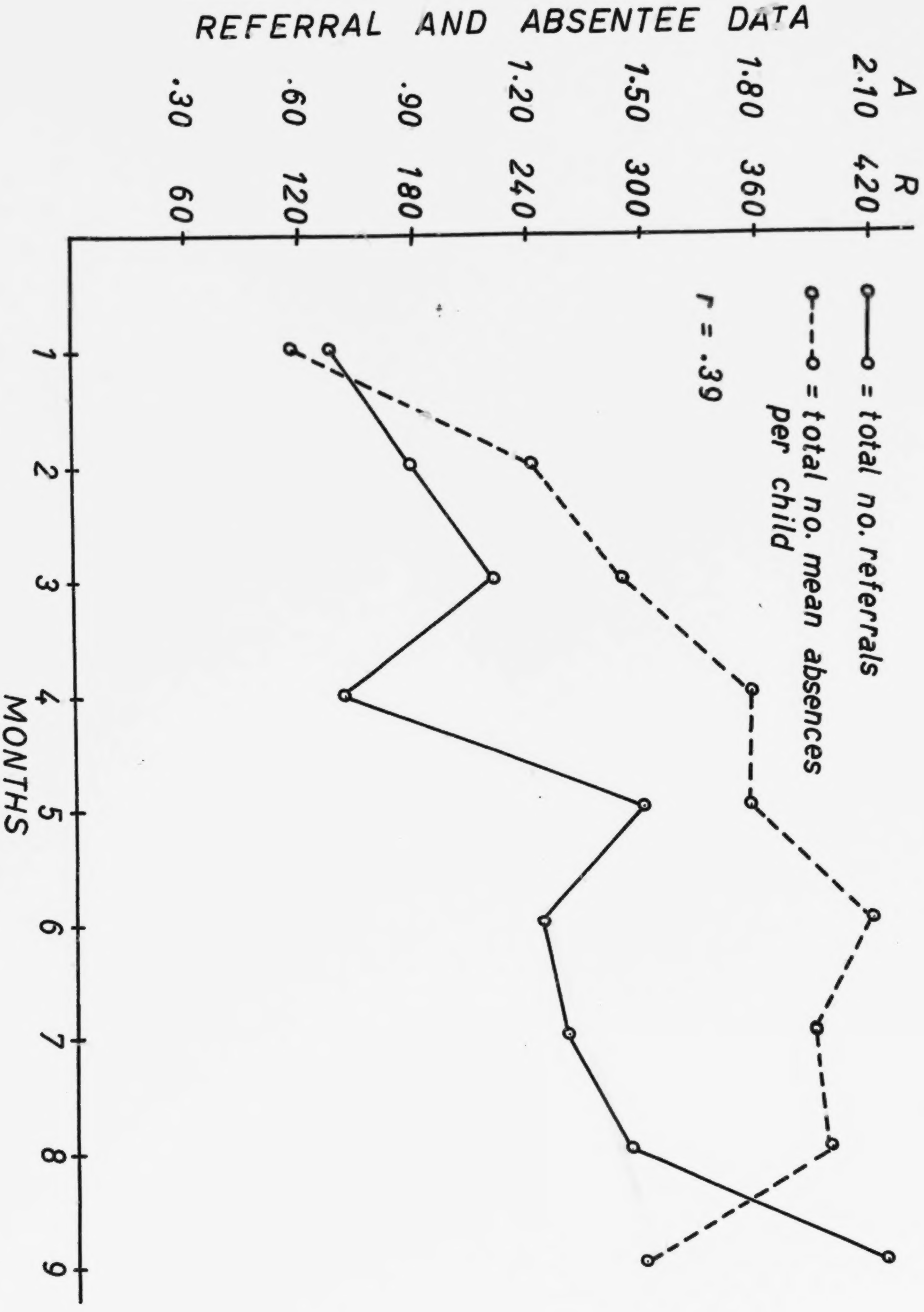


FIGURE 5

Referral and Absentee Data for the Junior High School



The correlation of -.69 and -.74 presented in Figures 4 and 5 respectively are significant at the .05 level. These significant correlations indicate that there is a lag in the senior high schools in referring non-attendance problems to the school social workers. The correlations of .54 and .39 in Figures 2 and 3 are not significant. However, the correlations do seem to indicate a positive relationship between number of referrals for non-attendance and mean number of absences in the elementary and junior high schools.

Several auxiliary functions were conducted by some of the school social workers such as:

1. Assisting in the job placements of disadvantaged students; this included part-time during school, and summer vacation.
2. Collecting books from students who had dropped from the school rolls for various reasons.
3. Distributing clothing to the needy; this included the collection and delivery of maternity clothing to several disadvantaged girls who had dropped out of school as a result of pregnancy.
4. Making follow-up referrals and visitations to a needy family which included 16 children, as a result of the dropping out of school by a girl student in order to babysit with younger brothers and sisters since their mother had become stricken with cerebral paralysis.
5. Encouraging the setting up of a special school lunch fund for the disadvantaged students.
6. Working in conjunction with Juvenile Court and other law enforcement agencies in regard to narcotics being used by certain students within school.
7. Providing new clothing for students at the pilot schools from a local civic organization. This involved securing permission from parents and transporting students to and from the stores.
8. Continuing to approve more than 21 students for the free and partial-pay lunch program.
9. Making home visits in reference to diagnostic tests of students referred to the Diagnostic Center.
10. Securing monies for past-due water bill of a disabled parent from civic, charity, and church organizations in the amount of $32.51.
11. Interviewing parents of 37 children for Five-Year-Old Reading Program at the nearby reading center. Eighteen children were enrolled for two-hour sessions in the A.M. and P.M.
12. Sitting in on four conferences with principal and parents of a Negro student suspended from school.

Discussion

The results indicate that the school social workers contributed enormously to the Civil Rights project as well as to the pilot schools and community at large.

Without the social workers as a referral source, it can only be speculated as to what would have happened to the students in need of referral. However, it can be surmised that most of the referrals could not have been handled by the typical-sized staff in a school setting.

The school social workers made a unique contribution to the school in terms of bringing at least a portion of the community in closer contact with the educational system. The data indicated this conclusion through the number of visits made to home and community agencies by the social workers.

It is of interest to point out that through the efforts of the school social workers, another dimension of the non-attendance problem was shown, i.e., non-attendance is a large category which encompasses behavioral problems, financial problems, parental difficulties, etc.

It will be of interest to see if the changes brought about by the functioning of the school social workers will be long-term or transitory. Time will tell!

B. Civil Rights Questionnaire for Pilot Schools

The Civil Rights Questionnaire for Pilot Schools (CRQPS) was designed to ascertain the extent to which teachers in the four pilot schools felt that the members of the educational team contributed to the achievement of project goals. CRQPS items were based upon the job descriptions explicitly stated in the original proposal.

Table XXII provides the overall distribution of responses from the Pilot School teachers. A relatively high percent of respondents were unable to rate each of the areas covered by the items. That, for example, half of the respondents were unaware of whether or not the reading specialist visited feeder schools (item 7) is,however, understandable.

The general pattern of responses indicate that teachers felt that the specialists contributed most positively to areas directly involving students.

The preponderance of items receiving relatively high proportions of negative ratings pertained to matters involving services provided to classroom teachers.

The percent of adverse ratings and that of "can't rate" may suggest a need to utilize services at a higher level and to interpret the functions of specialists to the faculties more effectively.

CIVIL RIGHTS QUESTIONNAIRE

FOR PILOT SCHOOLS

	Very Effective	Positive Contrib.	Contrib. Little	Ineffective	Can't Rate
The Guidance Counselor					
1. Has helped classroom teachers develop curricular adjustments necessary to help all children find some school success.	20.9%	28.8%	15.3%	5.5%	29.4%
2. Has helped minority group students resolve individual problems of adjustment.	29.8	29.2	4.3	2.5	34.2
3. Has utilized small group counseling situations in order to identify and solve specific problems.	27.3	24.8	7.5	1.2	39.1
4. Has assisted the program planning of classroom teachers by compiling and interpreting data on minority group student's past and present school performance.	16.9	23.8	8.1	11.9	39.4
The Reading Specialist					
5. Has coordinated school-wide efforts in reading improvement into an effective developmental program which accommodates the needs of all students.	15.7	31.4	10.0	13.6	29.3
6. Has worked with remedial cases—one-to-one or in small groups devising special materials and programs as needed.	30.0	39.3	6.4	2.1	22.1
7. Has consulted with personnel in the schools from which minority group students are being absorbed, helping to upgrade basic language skills programs there.	10.1	17.4	14.5	7.9	50.0
8. Has helped classroom teachers develop curricular adjustments necessary to help all children find some school success.	6.5	24.6	15.9	15.9	36.9
9. Has served as a resource person to the classroom teacher through providing useful professional materials.	8.0	27.0	12.4	16.8	35.8

Table XXII
CIVIL RIGHTS QUESTIONNAIRE

FOR PILOT SCHOOLS

The Reading Specialist (continued)	Very Effective	Positive Contrib.	Contrib. Little	Ineffective	Can't Rate
10. Has provided diagnostic services and materials for those students who need special assistance but who cannot, for one reason or another, directly receive remedial instruction.	14.4	33.8	7.9	3.6	40.3
The Social Worker					
11. Has contributed to improving the school attendance of minority group children by maintaining regular communication between the home and school.	43.3	29.8	3.5	2.1	21.3
12. Has helped establish mutual understanding between members of the culturally different Negro and white communities.	30.4	32.6	5.7	3.5	24.8
13. Has provided classroom teachers with valuable background data on individual students.	30.5	22.7	12.8	12.1	21.9
14. Has assisted in securing help for individual students from other public agencies.	36.8	22.8	5.2	2.9	32.4

C. Attendance Patterns of Minority Group Pupils at the Pilot Schools

The following tables depict the 1965-66 and 1966-67 attendance records for only those Negro pupils in attendance at each of the pilot schools during the 1966-67 school year and in attendance at a segregated school during the 1965-66 school year. Chi Square procedures were utilized to test for significant differences between the 1965-66 and 1966-67 attendance records of these pupils.

Table XXIII

Attendance at Elementary School 1

		Days Present	Days Absent	% A D A
1965-66	Segregated School	18,670	770	96.04%
1966-67	Integrated School	18,638	802	95.80%

$X^2 = .06$

Table XXIV

Attendance at Junior High School 2

		Days Present	Days Absent	% A D A
1965-66	Segregated School	42,592	2,228	95.03%
1966-67	Integrated School	41,926	2,894	93.54%

$X^2 = 1.02$

Table XXV

Attendance at Senior High School 3

		Days Present	Days Absent	% A D A
1965-66	Segregated School	11,803	257	97.87%
1966-67	Integrated School	11,430	630	94.78%

$X^2 = 10.60^{**}$

** Significant at the .01 level

Table XXVI

Attendance at Senior High School 4

	Days Present	Days Absent	% A D A
1965-66 Segregated School	14,187	573	96.12%
1966-67 Integrated School	14,042	718	95.14%

$X^2 = .006$

Only one of the tables indicates a significant difference between the 1965-66 and the 1966-67 attendance records of Negro students at the pilot schools. Table XXVI indicates that at one of the high schools the incidence of absenteeism for this group apparently increased during their first year in an integrated situation. The social worker at this school felt that transportation difficulties probably contributed to these results. The percent ADA at this school (94.78) was only slightly below the estimated percent ADA (95.8) at the three predominantly Negro high schools in the county. This latter figure was estimated from county attendance reports.

On the whole, these tables provide no basis for assuming that integration had any positive effect upon the attendance patterns of these minority group pupils. More carefully controlled studies would be required before one could confidently link increases in absenteeism of Negro pupils in Broward County with integration per se.

D. The Special Training Program for Communication Skills.

Workshops designed to explore methods for improving the basic communication skills of minority group pupils were provided for selected personnel in the Pilot Schools. Miss Louise Sears, Language Arts Supervisor, and Mrs. Maude Storr, Reading Specialist, coordinated and served as consultants for a series of workshops for elementary teachers. Miss Sears and Mrs. Storr contributed the following summary evaluation of these workshops:

PURPOSE: As set forth in Phase B of the Project proposal, the workshops were designed to help Negro students to adjust academically to formerly white schools by devising special training programs in the basic communications skills.

The eight workshops were based upon specific problems contributing to inadequate communication skills of Negro pupils at Broward Estates Elementary School.

Suitable methods and materials were discussed and action research and projects were conducted within the classrooms in an effort to cope with the problem.

PROBLEMS NEEDING SPECIAL EMPHASIS:

Inadequate ability of many pupils to speak in complete sentences

Inadequate ability to listen to, and to follow directions

Inability of some pupils to communicate freely with the teachers

MAJOR EMPHASIS IN WORKSHOPS

An overview of basic communication skills and needs as related to the academic adjustment of the Negro pupils at Broward Estates Elementary School was cooperatively outlined.

Effective uses of special audio-visual equipment and other teaching materials for improved instruction in the language arts were presented by consultants.

Special problem areas in language development and evidences of inadequate skills of communication among the more deprived Negro pupils were outlined.

Plans were set forth for action research for improving oral expressions, listening skills, teacher-pupil communication and self-direction in independent work.

Progress reports were given by the teachers on projects for improving basic communication skills. Discussion of the self-concept of the disadvantaged and problems in communication skills followed.

Focus was placed upon concept-building for the disadvantaged through the use of multi-sensory teaching aids.

Bridging the gap between the home language and the school language was emphasized.

The final meeting centered around recommendations and evaluation of materials, methods, and curriculum adjustment for meeting needs of the more disadvantaged Negro pupil in the integrated school situation.

EVALUATION:

The workshops were rated by the teachers from 1 to 3 (3 being the highest rating) as to the extent they met the objectives of the Civil Rights Pilot School Program and their needs as they worked on the communication skills with the more deprived Negro in an integrated situation.

One teacher from each grade level participated in the following evaluation, making a total of six classroom teachers plus the guidance specialist. All of these personnel were members of the professional staff at Broward Estates (the participating school).

Topics Evaluated	Ratings Each column represents one person's responses to each of the five topics
Opportunities for discussion of related problems and solutions	2 - 3 - 3 - 3 - 3 - 3 - 3
Discussion of materials and ideas for further insight into the causative factors related to Negro pupils' inadequacy in communication skills	3 - 3 - 3 - 3 - 3 - 3 - 3
Adequacy of consultants	3 - 3 - 2 - 2 - 2 - 2 - 2
Value of overall program	3 - 3 - 3 - 3 - 3 - 3 - 3
Continuation of program	3 - 3 - 3 - 3 - 3 - 3 - 3

RECOMMENDATIONS MADE BY THE PARTICIPATING TEACHERS AS WAYS OF COPING WITH PROBLEMS IN FUTURE PLANNING

Extend workshops to include all faculty members

More resource personnel within the school

Smaller pupil-teacher ratio

Teacher aides

Materials on various instructional levels

Mrs. Helen King, Secondary Reading Supervisor, and Mr. Arthur Healey, Language Arts Supervisor, coordinated and served as consultants for a series of workshops for secondary teachers. Mrs. King and Mr. Healey contributed the following summary evaluation of these workshops:

> The Civil Rights Program sponsored six workshops in language arts-listening, speaking, reading and writing. The participants represented a cross-section of educational responsibility. There were principals, English teachers, including department heads, guidance counselors and social workers. Thirty-nine members were enrolled.
>
> These programs were presented in a variety of ways. Films prepared by Dr. Henry Lee Smith of the University of Buffalo were shown at four meetings. There were three demonstration lessons, three panel discussions, and three lectures by consultants. These consultants were: Dr. Warren G. Cutts of Florida Atlantic University in reading, Dr. James Henning, formerly of the University of West Virginia, and Dr. Marjorie Smiley of Hunter College, a language arts curriculum specialist.
>
> The majority of the members indicated in their evaluation that they considered the workshops valuable and that they planned to use information and techniques presented there.

III. Summary and Concluding Remarks

Phase A - School Leadership Training Program

The evaluation of the Civil Rights Project was primarily designed to meet practical rather than theoretical needs. As such, the findings must in general be interpreted correspondingly.

Data provided by the Florida Scale of Civic Beliefs indicated no basis for concluding that significant changes in socio-economic beliefs occurred during the course of the conference sessions. Other analyses of scores from the Florida Scale of Civic Beliefs and from the Leadership Conference Evaluation Questionnaire indicated that the variability in responses to these instruments due to the effects of race and position was not statistically significant.

The Speaker Evaluation Questionnaire and the Small Group Evaluation Questionnaire provided useful feedback to the project director, enabling him to modify certain procedures and small group composition in order to facilitate interaction of participants.

Participants' overall reaction to the sessions, as assessed by the Leadership Conference Evaluation, seemed favorable.

The Civil Rights Evaluation Questionnaire indicated that relatively few respondents expressed perception of problems in faculty desegregation. However, this same instrument indicated that more respondents were aware of problems associated with pupil desegregation than with faculty desegregation. In general, the participant group tended to perceive fewer problems associated with pupil and faculty desegregation than did the sample of non-participants.

It seems reasonable to conclude that in terms of the characteristics assessed by the procedures reported in this section, the participant group was favorably constituted to achieve the goals of Phase A of the project. This report can at best, however, provide only indirect evidence as to the overall effectiveness of this phase of the project, as well as the project as a whole.

Phase B - The Pilot Schools Program

The educational teams at the Pilot Schools, as evidenced by the quantitative data, were extremely industrious in helping to minimize the problems occurring in the desegregation process in the four schools. The guidance specialists, during three two-week periods in the second semester for example, conducted over 1100 interviews and conferences in addition to their other duties. Because of the time factor, the reading specialists could only partially fulfill the demand for their services. The four school social workers made 5,562 visits with regard to students; most of these visits were to the homes of the students involved.

The members of the educational teams were viewed as contributing most positively in areas directly involving students, according to the results of the Civil Rights Questionnaire given to the teachers in the Pilot Schools.

It does not appear probable that the desegregation of the Pilot schools affected the attendance patterns of most of the Negro pupils involved. However, some decline in minority group attendance was found at one school.

The Special Training Programs for Communication Skills took the form of workshops for teachers in the Pilot Schools. The majority of the teachers involved considered the workshops valuable and indicated that they planned to use the information and skills gained.

The desegregation of the Pilot Schools seems to have been facilitated by the contributions of the educational teams. Information disseminated during the workshops to the teachers in the Pilot Schools also contributed to the orderly desegregation process. Procedures and guidelines evolved during the desegregation process at the Pilot schools may be most useful to similar endeavors in the future. It would appear, therefore, appropriate to conclude on the basis of available data, that the objectives of Phase B, and the entire project, were met with reasonable success.

IV. Appendix

The Florida Scale of Civic Beliefs

Small Group Evaluation Questionnaire

Speaker Evaluation Questionnaire

Leadership Conference Evaluation Questionnaire

Civil Rights Evaluation Questionnaire

Civil Rights Questionnaire for Pilot Schools

THE FLORIDA SCALE OF CIVIC BELIEFS

Position Race ____________

Administrator __________
Counselor __________
Teacher __________

Following are some statements with which you may agree or disagree. CIRCLE the symbol which best represents your position on each statement as follows:

SA - Strongly Agree
A - Agree
N - Neither agree nor disagree
D - Disagree
SD - Strongly Disagree

SA A N D SD 1. Socialized medicine would ruin medical standards and fill our nation with people having imaginary ailments.

SA A N D SD 2. The idea of equality should not be restricted to political equality.

SA A N D SD 3. Centralization of government tends to destroy the rights of the individual.

SA A N D SD 4. History shows that economic and social planning by governments does not necessarily lead to dictatorship.

SA A N D SD 5. Federal participation in local affairs can exist without undesirable federal control.

SA A N D SD 6. Moderates, who preach appeasement by urging us to give up our fight against centralized government and liberal constitutional interpretation, do so mostly for their personal political gain.

SA A N D SD 7. What a state does with its schools should be its business, not the Supreme Court's.

SA A N D SD 8. The most serious political issue of our day is the encroachment of the federal government upon states rights.

SA A N D SD 9. Local government is grass roots democracy at work and represents the voice of the people better than centralized government.

SA A N D SD 10. The federal government taxes the states and then sends this money back, minus what is wasted in Washington.

SA A N D SD 11. The federal government is often more representative of the people than some state governments.

SA A N D SD 12. Free enterprise, with an absolute minimum of government control, is the best way to assure full productivity in our country.

SA A N D SD 13. Private enterprise is the only really workable system in the modern world for satisfying our economic wants.

SA A N D SD 14. When individual producers and consumers are left free to follow their own self-interest, natural economic laws operate to produce the greatest public good.

SA A N D SD 15. The growth of our economy depends upon an increase in the activities of government to satisfy human wants as well as an increase in our private economy.

SA A N D SD 16. The principle of free competition is a natural law which should govern our business system without governmental interference.

SA A N D SD 17. The growth of large corporations makes government regulation of business necessary.

SA A N D SD 18. Government regulation of the market should occur only in cases of monopolies such as public utilities.

SA A N D SD 19. Money taken in by taxes is lost to the economy, since government is nonproductive.

SA A N D SD 20. We should get back to hard work to cure our country's ills.

SA A N D SD 21. A growing national debt is nothing to worry about if the national income is growing at the same rate.

SA A N D SD 22. The price of aid to education, from a larger unit of government to a smaller one, is that the smaller one must do what it is told.

SA A N D SD 23. Income taxes are more equitable than sales taxes.

SA A N D SD 24. To keep taxes from rising is commendable, but in reality taxes should be cut.

SA A N D SD 25. The government is doing things which we simply cannot afford at public expense.

SA A N D SD 26. Deficit spending is a bad public policy except possibly in time of war.

SA A N D SD 27. All government spending should be on a pay-as-you-go basis.

SA A N D SD 28. In ordinary times public buildings, roads, and other permanent construction are the only things for which the government should borrow money.

SA A N D SD 29. The government should meet the needs of the people, if necessary, through borrowing money or increasing taxes.

SA A N D SD 30. If the country and the state are to make progress, we are going to need additional taxes.

SA A N D SD 31. Good financial principles for private enterprise are equally good principles for government.

SA A N D SD 32. Government spending is naturally wasteful.

SA A N D SD 33. We are spending more than the people can really afford to spend for government services.

SA A N D SD 34. The collecting and spending of tax money is most wasteful at the federal level, not so wasteful at the state level, and least wasteful at the local level of government.

SA A N D SD 35. We could still increase spending for important government services without harming the nation's economy.

SA A N D SD 36. Congress should accept the sensible virtue other business and individuals have learned--that of living within one's means.

SA A N D SD 37. Our government can and should do more to promote the general welfare.

SA A N D SD 38. Private enterprise could do better many of the things that government is now doing.

SA A N D SD 39. The best governed is the least governed.

SA A N D SD 40. It is more important to teach Americanism than to teach democracy in our public schools.

SA A N D SD 41. Charitable services for those in need should be left to voluntary groups.

SA A N D SD 42. Government in the United States is not the enemy of business.

SA A N D SD 43. Increased government services in the social welfare programs may increase an individual's freedom.

SA A N D SD 44. Legislative reapportionment is undesirable because city residents do not understand rural and small town problems.

SA A N D SD 45. The Supreme Court has assumed powers not given to it by law or by custom.

SA A N D SD 46. Federal aid to schools, aid to the aged through social security, more stringent civil rights laws, and laws of like nature, are dangerously parallel to methods used in socialistic countries.

SA A N D SD 47. The government should increase its activity in matters of health, retirement wages, and old-age benefits.

SA A N D SD 48. Some races are by nature inferior mentally, emotionally, and physically.

SA A N D SD 49. If one has enough ambition and is willing to work hard, nothing but extremely bad luck can stop him.

SA A N D SD 50. Unless we change social conditions, many children of minority groups will be unable to realize their full potentialities.

SA A N D SD 51. The Monroe Doctrine should be revitalized and maintained by the Armed Forces of the United States.

SA A N D SD 52. The United Nations has become an international debating society paid for by the United States.

SA A N D SD 53. Our foreign policy has been motivated too long by a spirit of do-goodism.

SA A N D SD 54. People of most underdeveloped countries are by nature incapable of self-government.

SA A N D SD 55. We could recognize nations such as Red China without implying that we approve of their forms of government.

SA A N D SD 56. Production is greatest in an economic system based upon competition and some pressure.

SA A N D SD 57. If everyone would "take care of number one" there would be little need for such things as social security, health services, and other social welfare measures.

SA A N D SD 58. Government has a responsibility for protecting not only property rights but human rights as well.

SA A N D SD 59. Providence is the proper source for social change.

SA A N D SD 60. This country was made great by persons who were willing to pull themselves up by their own bootstraps.

SMALL GROUP EVALUATION QUESTIONNAIRE

Position________________________

Race____________________________

Group No. ______________________

Directions: Please circle the answer "yes" or "no" indicating your answer for each of the following questions. Please make any comments you may believe are required in the space provided or on the back of the questionnaire.

---

1. Was anything about the small group session disturbing to you? (If so, briefly explain.)	1. Yes	No
2. Did your team leader encourage all participants to take part in the small group discussions?	2. Yes	No
3. Did you feel that most group members took part in the discussion?	3. Yes	No
4. Did you feel that the team leader monopolized the discussion?	4. Yes	No
5. Did you feel that some group members monopolized the discussion?	5. Yes	No
6. Was too much time devoted to the personal problems of a few participants instead of using the time available to discuss matters of general concern?	6. Yes	No
7. Would you wish to meet with this group and team leader again?	7. Yes	No
8. Were you satisfied with today's small group discussion? (If not, please explain why.)	8. Yes	No

SPEAKER EVALUATION QUESTIONNAIRE

Position________________________________

Race____________________________________

Directions: Please circle the answer "yes" or "no" indicating your answer for each of the following questions. Please make any comments you may believe are required in the space provided or on the back of the questionnaire.

---

1. Was anything about this speaker and/or his presentation disturbing to you? (If so, briefly explain.) — 1. Yes No

2. Do you feel that the speaker just about exhausted his effectiveness today and could contribute little to future sessions? — 2. Yes No

3. Do you think the speaker could continue to make important contributions to future sessions? — 3. Yes No

4. Do you think that the speaker provided adequate factual support for his conclusions? — 4. Yes No

5. Do you think that the speaker took too much for granted, in other words, that he assumed that some issues which are really controversial have already been settled? — 5. Yes No

6. Do you feel that the speaker avoided taking a position on some controversial issues? — 6. Yes No

7. Do you feel that the presentation suffered because it failed to take into account problems which are specific to our local county and its schools? — 7. Yes No

8. Do you think that the speaker talked too long? — 8. Yes No

9. Would you wish to have this speaker repeat today's presentation to your total faculty? (Briefly explain the reasons for your answer.) 9. Yes No

10. Would you wish to have this speaker make a presentation to the parents at your school? (Please explain briefly the reasons for your answer.) 10. Yes No

11. Do you believe that this speaker would have something to contribute to the pupils at your school; that is, would you want him to make a presentation to your student body? (Please briefly explain the reason for your answer.) 11. Yes No

LEADERSHIP CONFERENCE EVALUATION QUESTIONNAIRE

This questionnaire is designed to evaluate the general effectiveness of the Civil Rights Leadership Conferences.

The first three response spaces on your card are identifiers. Please complete these items first and then proceed to the body of the questionnaire.

Identifiers:

1. School Level

   1. Elementary 2. Junior High 3. Senior High

2. Position

   1. Administrator-Dean 2. Guidance-Social Worker

   3. Teacher

3. Race

   1. Negro 2. White

Questionnaire Items:

Scale

1. Significant positive contribution
2. Positive contribution
3. Did not contribute
4. Negative contribution
5. Significant negative contribution

Please use the scale above to rate the extent to which you feel that these conferences contributed to the implementation of the goals suggested by the following objectives of the project.

4. Provided training which helped participants exert influence toward alleviating desegregation problems in their own schools.

5. Provided training which helped participants exert influence toward alleviating school desegregation problems at the community level.

6. Provided information relevant to understanding ethnic differences in beliefs, expectations, and values.

7. Contributed to the area of curriculum development, i.e., participants were better equipped to plan appropriate school experiences for all students in multi-cultural schools.

8. Provided information which fostered the growth of positive attitudes toward desegregation on the part of participants.

9. Provided opportunities for the growth of understanding and racial harmony through mutual involvement of participants of both races in the project.

10. Served to familiarize participants with some of the practical problems incident to school desegregation.

11. Served to suggest fruitful approaches to the solution of practical problems incident to school desegregation.

12. Contributed to the development of more effective county-wide desegregation policies.

13. Helped to minimize county-wide problems specifically related to faculty desegregation.

14. Helped to minimize county-wide problems specifically related to pupil desegregation.

15. Contributed to the attainment of your own personal and professional goals and aspirations.

CIVIL RIGHTS EVALUATION QUESTIONNAIRE

Responses to the following questions will be used to aid in planning desegregation guidelines for next year. The questions assume that you have experienced faculty and pupil desegregation at your school this year. If one of the sections is not applicable to you because you have had no experience with pupil or faculty desegregation, please base your responses upon what you think would have occurred had there been faculty or pupil desegregation at your school. It is essential that you complete the first seven identifying items in order that we may compare among other things, responses based upon experience with responses based upon expectations. Do not put your name or the name of your school on the IBM card.

1. School level

    1) Elementary 2) Jr. High 3) Secondary

2. Your position

    1) Principal-Dean 2) Guidance-Social Worker 3) Teacher

3. Your race

    1) Negro 2) White

4. The majority race at your school

    1) Negro 2) White

5. Is the faculty at your school desegregated?

    1) Yes 2) No

6. Is the student body at your school desegregated?

    1) Yes 2) No

7. If you are a participant in the civil rights conferences, you are not to take this questionnaire twice. It is important to compare the responses of participants in the conferences with those of non-participants in order to determine whether these participants are a representative group of Broward County personnel.

    1) Yes, I am a participant in the Civil Rights Conferences

    2) No, I am not a participant in the Civil Rights Conferences

SECTION I - FACULTY DESEGREGATION

Have you found that faculty members of the minority group at your school:

8. have been generally accepted by their associates:

   1) Yes 2) Yes, with reservations 3) No, with reservations 4) No

9. have been generally accepted by students of the majority group?

   1) Yes 2) Yes, with reservations 3) No, with reservations 4) No

10. communicate clearly verbally with the pupils and other faculty members?

    1) Yes 2) Yes, with reservations 3) No, with reservations 4) No

11. have been valuable resource people for other faculty members?

    1) Yes 2) Yes, with reservations 3) No, with reservations 4) No

12. have been able to handle routine procedures efficiently?

    1) Yes 2) Yes, with reservations 3) No, with reservations 4) No

13. have, by their presence, contributed to an increase in discipline problems?

    1) Yes 2) Yes, with reservations 3) No, with reservations 4) No

14. have assisted in fostering better interracial understanding

    1) Yes 2) Yes, with reservations 3) No, with reservations 4) No

15. are as competent academically as majority group personnel?

    1) Yes 2) Yes, with reservations 3) No, with reservations 4) No

16. have, by their presence, contributed to serious disruption of normal parental relations with the school?

    1) Yes 2) Yes, with reservations 3) No, with reservations 4) No

17. have, on the whole, made positive contributions to the improvement of the total school program?

    1) Yes 2) Yes, with reservations 3) No, with reservations 4) No

18. have difficulty in handling discipline problems when a child of the majority group is involved?

1) Yes 2) Yes, with reservations 3) No, with reservations 4) No

19. state their opinion concerning controversial issues?

1) Yes 2) Yes, with reservations 3) No, with reservations 4) No

20. are as reliable as majority group personnel?

1) Yes 2) Yes, with reservations 3) No, with reservations 4) No

21. have, by their presence, contributed to the formation of disharmonious faculty cliques and factions?

1) Yes 2) Yes, with reservations 3) No, with reservations 4) No

22. have, by their presence, contributed to a decline in faculty morale?

1) Yes 2) Yes, with reservations 3) No, with reservations 4) No

23. are as friendly as the other members of the faculty?

1) Yes 2) Yes, with reservations 3) No, with reservations 4) No

24. show, in general, as much school spirit as the majority group?

1) Yes 2) Yes, with reservations 3) No, with reservations 4) No

25. tend to be clannish?

1) Yes 2) Yes, with reservations 3) No, with reservations 4) No

26. have been more enthusiastic about effective new methods of teaching than the majority group?

1) Yes 2) Yes, with reservations 3) No, with reservations 4) No

27. have helped stimulate realistic curriculum innovations.

1) Yes 2) Yes, with reservations 3) No, with reservations 4) No

SECTION II - PUPIL DESEGREGATION

Have you found that the presence of minority group students in your school has:

28. stimulated innovations and adjustments in curricula designed to better meet the individual needs of students?

    1) Yes   2) Yes, with reservations   3) No, with reservations   4) No

29. opened up new opportunities to minority group students for the development of social skills and abilities?

    1) Yes   2) Yes, with reservations   3) No, with reservations   4) No

30. led to an increased interest in and awareness of the social problems associated with race relations?

    1) Yes   2) Yes, with reservations   3) No, with reservations   4) No

31. led to an increase in discipline problems?

    1) Yes   2) Yes, with reservations   3) No, with reservations   4) No

32. lowered academic standards?

    1) Yes   2) Yes, with reservations   3) No, with reservations   4) No

33. caused a decline in attendance?

    1) Yes   2) Yes, with reservations   3) No, with reservations   4) No

34. led to increased fighting and conflicts between students?

    1) Yes   2) Yes, with reservations   3) No, with reservations   4) No

35. helped bring about better interracial understanding?

    1) Yes   2) Yes, with reservations   3) No, with reservations   4) No

36. led to a curtailment of extra-curricular activities?

    1) Yes   2) Yes, with reservations   3) No, with reservations   4) No

37. restricted the benefits derived from extra-curricular social activities by majority group students?

    1) Yes   2) Yes, with reservations   3) No, with reservations   4) No

38. provided minority group students with better opportunities for achieving their academic potentials?

1) Yes 2) Yes, with reservations 3) No, with reservations 4) No

39. created problems relating to the use of locker room facilities, showers, or other aspects of the physical education program?

1) Yes 2) Yes, with reservations 3) No, with reservations 4) No

40. increased the possibility of serious pupil disorder at football games and other athletic events?

1) Yes 2) Yes, with reservations 3) No, with reservations 4) No

41. has, if anything, led to an improvement in behavior on the part of those attending athletic events?

1) Yes 2) Yes, with reservations 3) No, with reservations 4) No

42. increased problems associated with busing students to and from school, i.e., misconduct in loading areas and on the buses?

1) Yes 2) Yes,with reservations 3) No, with reservations 4) No

43. contributed to a decline in harmonious school-community relations?

1) Yes 2) Yes, with reservations 3) No, with reservations 4) No

44. benefited majority group students by expanding their awareness and acceptance of persons with different backgrounds and viewpoints?

1) Yes 2) Yes, with reservations 3) No, with reservations 4) No

45. led to a general decline in the academic performance of all students?

1) Yes 2) Yes, with reservations 3) No, with reservations 4) No

46. an increased number of remedial classes?

1) Yes 2) Yes, with reservations 3) No, with reservations 4) No

47. led to reactions by parents of majority group students which have been harmful to the school program?

1) Yes 2) Yes, with reservations 3) No, with reservations 4) No

CIVIL RIGHTS QUESTIONNAIRE FOR PILOT SCHOOLS

This year your school was one of the Pilot Schools in the Civil Rights Project. An additional guidance counselor, a reading specialist, and a social worker were assigned to each of the Pilot Schools. This questionnaire is designed to evaluate teachers' perceptions of the contributions these personnel made to the total school program in the Pilot Schools.

Please rate the contribution which you believe each of the members of the Civil Rights Team has made to the following areas of the school program, using the following code for each item:

1. has been very effective
2. has made a positive contribution
3. has contributed little
4. has been ineffective
5. can't rate

The Guidance Counselor

1. Has helped classroom teachers develop curricular adjustments necessary to help all children find some school success.

2. Has helped minority group students resolve individual problems of adjustment.

3. Has utilized small group counseling situations in order to identify and solve specific problems.

4. Has assisted the program planning of classroom teachers by compiling and interpreting data on minority group student's past and present school performance.

The Reading Specialist

5. Has coordinated school-wide efforts in reading improvement into an effective developmental program which accommodates the needs of all students.

6. Has worked with remedial cases — one-to-one or in small groups devising special materials and programs as needed.

7. Has consulted with personnel in the schools from which minority group students are being absorbed, helping to upgrade basic language skills programs there.

8. Has helped classroom teachers develop curricular adjustments necessary to help all children find some school success.

9. Has served as a resource person to the classroom teacher through providing useful professional materials.

10. Has provided diagnostic services and materials for those students who need special assistance but who cannot, for one reason or another, directly receive remedial instruction.

The Social Worker

11. Has contributed to improving the school attendance of minority group children by maintaining regular communication between the home and school.

12. Has helped establish mutual understanding between members of the culturally different Negro and white communities.

13. Has provided classroom teachers with valuable background data on individual students.

14. Has assisted in securing help for individual students from other public agencies.